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ABSTRACT

This document presents a plan for a new district-wide college, the New Dimensions College, which would incorporate a wide range of external, nontraditional programs, moving such concepts out of the realm of experimentation and into the realm of active application. The total approach presented here would have the entire Los Angeles Community College District as its service community, and would provide programs too costly or impractical for the 10 individual campuses through a college-without-walls. This report is organized along the lines of the research, discussions, and reflections of a 12-member planning Commission organized in April 1975, and is divided into eight chapters. Chapter I discusses the formation, assignment, and organization of the Commission. Chapter II discusses the need for new planning and organizational strategies. Chapter III describes current district-wide programs and services, including the overseas program, programs for individuals, cooperative and community programs, and student and media services. Chapter IV presents three possible organizational models, along with a recommended model for which personnel and financing are discussed. Chapters V and VI deal with innovations in programs and services. The concluding two chapters deal with needs assessment, detailed planning, and implementation. (NHM)

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New Dimensions for the Los Angeles Community College District

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Los Angeles Community College District
Los Angeles, California
1976

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NEW DIMENSIONS FOR THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

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NEW DIMENSIONS FOR THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

Summary and Recommendations

The following report supports two main conclusions:

1. A large, multi-community-college district serving a complex metropolitan area must provide educational programs on a highly cooperative and well coordinated district-wide basis as well as through separate colleges which must, by their essential nature, serve limited areas within that district.

2. The planning and implementation of such district-wide programs and services must be carried out on a well coordinated and highly cooperative basis through the establishment of a new collegiate institution.

This total approach would have the entire Los Angeles Community College District as its service community and would provide programs too costly or impractical for individual campuses. While in no way supplanting current college responsibilities, the New Dimensions would offer an organization particularly conducive to innovative program planning, promotion and evaluation.

The Challenge

Meeting this challenge involves the recognition of a new educational environment and new student clienteles. Education is becoming a lifelong learning process. There is a shift from degree granting to broader service; new educational institutions must foster the intelligent use of new technology; and the need for cooperation among the community's educational resources is paramount at a time of financial constraints.

The reservoirs of potential non-traditional students are increasing. The older person who wants to fill his leisure time constructively...a person desiring personal and intellectual enrichment...an unemployed individual who must acquire new skills...an employee who does not have the time for conventional education... a person in a location far from any college campuses.

For some time, there has been experimentation with various District-wide programs to serve new clienteles in this new environment. Such programs have been planned, developed, implemented, and evaluated in various ways by various methods. The need for an organization which will assure consistent coordination of these programs with the attendant capability of providing impetus for creating new strategies is apparent.

What is the need for creating a New Dimensions institution within the Los Angeles Community College District? Since sufficient time was not available to the Commission to conduct a detailed needs assessment, it relied to a certain extent on recent national, state, and local studies for the immediate answer to this question. These studies were most helpful in identifying needs, interests, and future prospects.

1. In the late 1960's, the Carnegie Commission on Higher Education recommended loosening education from institutional binds and extending opportunities into everyday life.

2. The findings of the Commission on Non-Traditional Study, formed in the early 1970's, established two basic premises for non-traditional study: (1) Opportunity should be equal for all who wish to learn. (2) Learning is a lifelong process, unconfined to one's youth or to a classroom.

3. The Joint Committee on the Master Plan for Higher Education of the California State Legislature studied postsecondary alternatives in 1975 and produced two major themes: (1) California should conceive of postsecondary education as a lifelong process and should assume that learning will enhance the quality of life for everyone. (2) California has not sufficiently met the educational needs of adults.

The need to expand on a strictly campus concept for higher education has thus been clearly expressed. The LACCD colleges have responded to this need by establishing numerous outreach locations and by extending counseling and other services through techniques such as mobile vans. The New Dimensions institution, however, can be the major move in this direction on a District-wide basis. Although 45,000 students enrolled in non-traditional programs last year, this represents only the threshold. The New Dimensions provides the opportunity to cross that threshold and enter a new era. The question confronting the Los Angeles Community College District is whether it will respond to the challenge and continue to be a leader in the education of the future.

Current District-Wide Programs

Community college education--including that which may be considered as non-traditional--has been offered by the Los Angeles Community College District through both the colleges and the District offices. One of the main tasks of the Commission on New Dimensions has been to identify and study current programs that are being conducted on a District-wide basis. All of these programs have in common the requirement of some kind of District-wide planning, coordination, administration, or sponsorship.

The Overseas Program, started in 1972, offers vocational and career programs at U.S. bases overseas. The contract for the current year amounts to $2,700,000, provided through special funds, without any cost to the District. From a beginning of 15 classes with 298 enrollments during one term of the first year, the program has grown to 5,330 enrollments in 385 classes in 42 locations (principally in the Far East) during one recent term.

The District offices are operating programs for individual students, the largest of these being Instructional Television. In 1970, the District joined with neighboring colleges to form the Southern California Consortium for Community College Television (which now has 36 member institutions). The primary purpose of ITV is to extend educational opportunities to persons not able to go to the college campus. For the fall of 1975, four courses are being offered in cooperation with the Consortium, and the District enrollment is 4,305. Other programs for individuals are the Educational Telephone Network and non-credit courses by newspaper.

Programs are being operated by the District in cooperation with both the colleges and outside organizations. The Government Education Center was established in 1974 to assist public employees at all levels of government who seek or require additional learning. The Center has its own Board of Trustees and is supported by donations from the participating institutions and agencies. The Provost is on loan from LACCD.

Staff and professional development is being provided by more than one unit of the District offices. The Office of Human Development, established in 1974, planned and coordinated ten staff development programs during 1975, conducted a survey of employee needs, developed a plan to meet these needs and initiated an administrative interne program. The Office of Instructional Development has awarded over $300,000 through Instructional Development Grants and the Expanding Horizons Program awards.

The community services efforts that are District-wide or District-sponsored include the Opera Workshop, the Bicentennial Celebration, the Folklife Festivals, Pre-Retirement Education Project, and the Humanities Town Hall Project.

A student services program that is being coordinated with other districts is the Metropolitan Supermarket for Career Guidance. Criteria and a plan of procedures, by which metropolitan community colleges can use the supermarket concept for improving the delivery of career guidance, are being developed.

The District-operated media services programs include the Media Development Center, which provides production services and in-service training to the colleges, and Project ACCESS, which is a plan to develop quality educational materials cooperatively with other community college districts.

Organization

To develop an organizational plan that would assure effective operation of existing programs and the planning and operation of new programs and services, the Commission made three recommendations on organization:

RECOMMENDATION ONE: The establishment of a new college, to begin operations as of July 1, 1976, with a president as the chief administrative officer (pp. 38-42).

The new college would provide a flexible and effective organizational structure to serve the needs of the non-traditional student. Its programs would not replace programs at existing colleges, but would be those which are not practical for the individual colleges to offer.

RECOMMENDATION TWO: The faculty and administrators outside the new college would be involved in the planning and priorities of the institution through the creation of a permanent commission, comprised of 11 faculty and five administrator members (pp. 42-45).

RECOMMENDATION THREE: The 1976-77 budget for the college would be approximately $5,000,000, with the general purpose funds being increased over the 1975-76 budgets for current programs by only $273,000 and the community services funds staying the same as the current year. The remainder will be provided by contracts and government grants and the new college should continue to be as self-supporting as possible by securing funding from sources other than the state appropriations and local property taxes (pp. 48-52).

Programs

Four institutes would be created to incorporate existing programs into the new college and to develop new programs for the future. The institutes would be flexible and considerable cooperation between the institutes would take place. The four institutes would be:

1. RECOMMENDATION FOUR: The Institute for Overseas Programs, which would incorporate the current Overseas Program and would provide credit and other educational programs for military personnel and civilians outside the District boundaries (pp. 54-56).

2. RECOMMENDATION FIVE: The Institute for Individual Programs, which would incorporate the current Instructional Television and Educational Telephone Network programs and would provide educational programs for those individuals within the District for whom attendance at one of the existing colleges is impossible or inconvenient (pp. 56-61).

3. RECOMMENDATION SIX: The Institute for Cooperative Programs, which would incorporate the current Staff and Professional Development Unit of the Office of Human Development and would provide programs which will be developed cooperatively with external agencies, corporations and professional organizations, as well as cooperatively with the other colleges of the District (pp. 61-68).

4. RECOMMENDATION SEVEN: The Institute for Community Programs, which would incorporate current District-wide and coordinated inter-college community services programs and would provide District-wide community programs and coordinate certain inter-college community services programs (pp. 68-70).

RECOMMENDATION EIGHT: To assure high standards of educational opportunity and quality and to provide students with programs that are fully accredited, the new college should apply for candidate for accreditation status as soon as the college is authorized by the Board of Trustees (pp. 70-73).

Services

The new college would provide extensive and well coordinated services for its students and programs. Three service units are being recommended for the new college as follows:

1. RECOMMENDATION NINE: The Office of Student Services would provide information and counseling for all who inquire, provide student services to students of the new college, and certify for credit knowledge and skills gained outside formal education (pp. 75-79).

2. RECOMMENDATION TEN: The Office of Administrative Services would provide the planning, research, special funding, and business services for the new college (pp. 79-81).

3. RECOMMENDATION ELEVEN: The Office of Media Services would incorporate the existing District Media Development Center and would provide both print and electronic media services for the programs and services for the new college as well as to provide specialized services to the existing colleges for the production of instructional media (pp. 81-83).

Studies and Planning

The report does not attempt to provide final and complete answers to the questions which were assigned by the Chancellor to the Commission for its study and recommendation, and the Commission has recommended that the following studies and detailed plans should be undertaken:

1. RECOMMENDATION TWELVE: An extensive and detailed needs assessment of the Los Angeles Community College District, to provide further information on the needs and interests of the residents of the District (pp. 85-88).

2. RECOMMENDATION THIRTEEN: A detailed study of methodological effectiveness, to assist with the development of the programs and services of the new college (pp. 88-89).

3. RECOMMENDATION FOURTEEN: A detailed management and budget for the new college (pp. 89-90).

4. RECOMMENDATION FIFTEEN: A survey of human resources and a plan for staff selection and development, as well as an examination and evaluation of current personnel policies and provisions (pp. 90-91).

5. RECOMMENDATION SIXTEEN: The establishment of an organization or organizations that will involve the community in the work of the new college (p. 92).

RECOMMENDATION SEVENTEEN: The Commission report should be published and made available to faculty, administration, staff, and members of the Board of Trustees (pp. 92-93).

Implementation

The recommendation for implementation is based on the following conclusions:

1. By July 1, 1976, one or the other of the following organizational structures should be effected--centralizing all of the New Dimensions programs and services into a single unit within the District offices, perhaps as an interim phase, leading to the eventual creation of a new college; or the establishment of the recommended new college.

2. The study and planning, already recommended, should proceed immediately and can be considered as part of the implementation phase of either of these two organizational structures.

RECOMMENDATION EIGHTEEN: To begin implementing the New Dimensions college, the Commission staff should be expanded and should be augmented through the utilization of external consultants for appropriate studies and plans, with the final planning and study left to the faculty, Commission and staff of the new college. (pp. 95-100).

Conclusion

The advantages of the new college can be summarized as follows:

1. Faculty of all ten colleges will be involved in planning and setting priorities for the programs and services of the new college.

2. The personnel of the new college will devote all of their time and energy to the operation of the college while the District office personnel will be working solely on their staff responsibilities for the District administration.

3. All of the District-wide and coordinated programs and services of the District will be brought into a single administrative unit to provide coordinated planning, to assure effective cooperation and to avoid overlapping and duplication of responsibilities.

4. When working cooperatively with external organizations and institutions on projects that require the efforts and resources of more than one college, coordination will be provided by a single unit--another college, not the District offices.

5. Educational services will be provided to those not now being served because they cannot attend a college campus or outreach location, or because they have needs which make it impossible for one of the colleges to serve them.

6. Educational technology and methodology that is too expensive or in other ways not practical for each individual college can be developed and fully utilized.

7. Information and counseling about all of the programs and services of any college within the District will be provided to anyone who requests them.

8. A District-wide program of voluntary in-service training for all employees will be provided to supplement the available programs on existing campuses and to offer such programs to outside entities on a contract basis.

9. The faculty and staff of the District will have new opportunities to plan and implement programs that cannot be provided on a single college basis.

10. High standards of educational quality and opportunity will be assured by having the programs of the new college accredited on the basis of their own merits rather than relying on the accreditations of the other colleges.

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NEW DIMENSIONS FOR THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHAPTER I

INTRODUCTION

In April, 1974, Chancellor Leslie Koltai presented a speech outlining his ideas for "A New Dimension" for the Los Angeles Community College District. He described a wide range of external, non-traditional programs and said that this new dimension "deals with wide-spread application of some of these concepts and techniques...We must move such concepts out of the realm of experimentation...and into the realm of active application." (A New Dimension, p. 1.)

To determine how to proceed with the planning for this new dimension and to assure that all elements of the District family would be involved, a seminar on "The Tenth Dimension" was held at UCLA in January, 1975. Besides broad participation by faculty and staff from the District colleges, representatives from other institutions were invited to share their knowledge and experience. The outcome was an agreement that a council or commission should be created, made up of faculty and administrators, to study the "New Dimensions" and to make recommendations for the appropriate programs and organization.

Subsequently, other meetings were held which included representatives from employee organizations and the District Academic Senate. A major consideration was the involvement of the faculty and their organizations in the basic planning for this commission.

Formation of the Commission

On April 18, 1975, the first meeting of the Commission on New Dimensions was held. The Commission was comprised of four administrators--three from the colleges and one from the District offices--appointed by the Vice Chancellor of Educational Planning and Development and four faculty members--representing the American Federation of Teachers--College Guild, the California Vocational Association, the District Academic Senate and the Los Angeles College Teachers Association. The original Commissioners established criteria and procedures for the selection of the remaining four members, began planning and

organizing the work of the Commission and prepared a budget request for the expenses of the Commission while making its study and developing recommendations.

The Commission decided to select the remaining four faculty members from applications received from the faculties of all nine District colleges. (See Appendix A.) A total of 63 applications were submitted, and on the basis of an evaluation of the qualifications of the applicants, four additional Commission members were chosen. (See Appendix B.) Thus, the final composition was eight faculty members and four administrators. (See Figure 1 and Appendix C.)

Assignment

Dr. Koltai charged the Commission with the responsibility of studying and making recommendations on the following:

1. What are the current non-traditional programs and services provided by the colleges and the District offices?

2. What educational programs and services do the residents of our District need which we are not currently providing and which are appropriate and feasible for us to provide?

3. What are the programs and services that are being provided by other community college districts and educational institutions that can serve as models and examples--good and bad--for our planning?

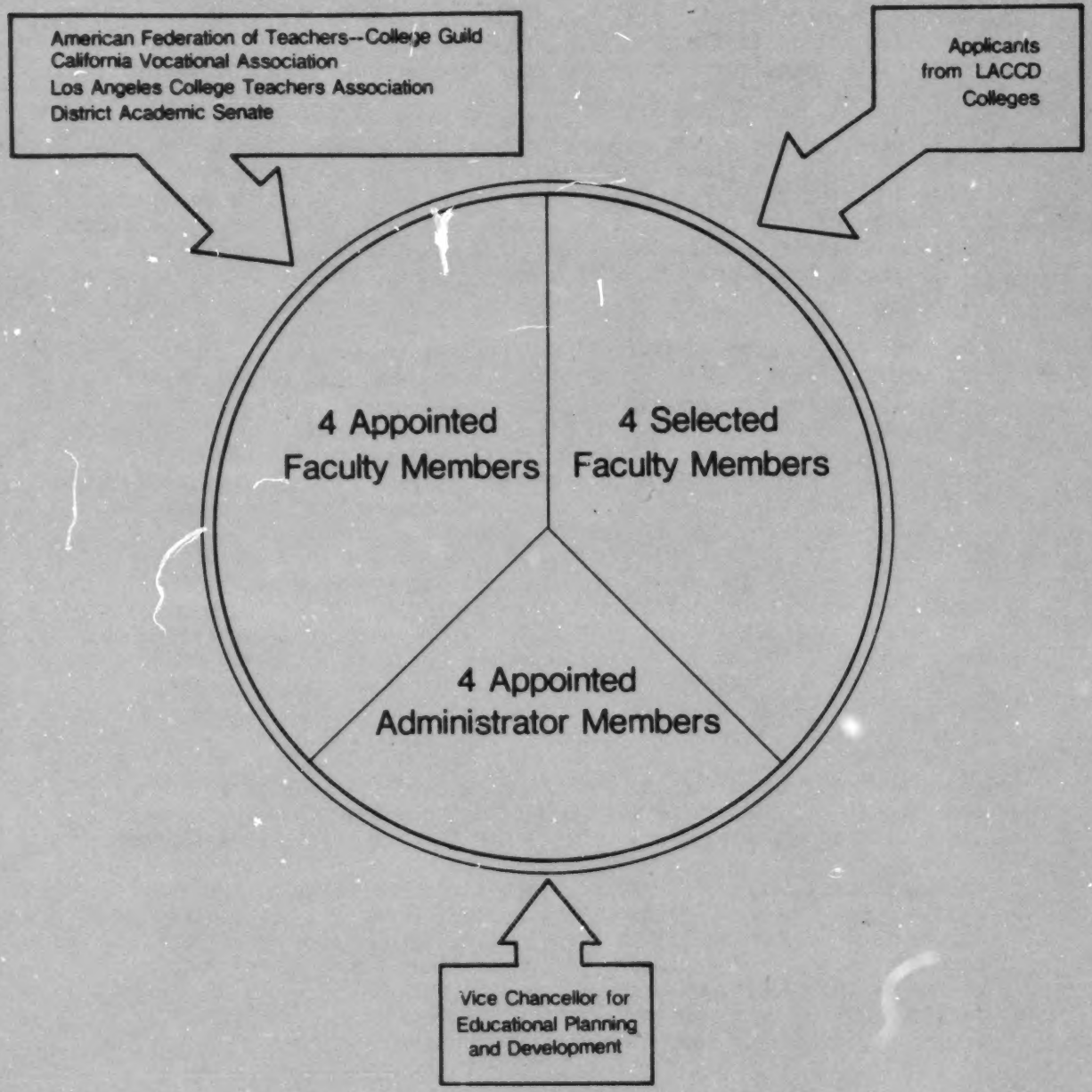
4. What additional programs and services should we be offering and what organizational structure would be most effective in providing them?

5. What are the financial and other ramifications of the programs and the organizational structure to be established?

The plans and budget for the Commission were submitted to the Board of Trustees by the Chancellor in the form of "A Recommendation for the Study of a New Educational Dimension in the Los Angeles Community College District." (See Appendix D.) The Board approved the budget allocation for the Commission in the 1975-76 annual budget.

Composition of Commission on New Dimensions

Figure 1


American Federation of Teachers--College Guild
California Vocational Association
Los Angeles College Teachers Association
District Academic Senate
Applicants from LACCD Colleges
4 Appointed Faculty Members
4 Selected Faculty Members
4 Appointed Administrator Members
Vice Chancellor for Educational Planning and Development

Organization

The full Commission met for the first time on June 23, 1975, and elected a chairman and vice chairman. The Chancellor provided the Commission with a staff comprised of a director and a secretary. The director for the study is a District administrator who is on leave of absence from his regular position during the period the study is being conducted. The staff has served the Commission in providing arrangements, logistics, correspondence, research, and editorial services.

Each faculty member on the Commission was given the equivalent in release time of a full summer teaching assignment. (In two cases, prior teaching commitments made this impossible, so the release time given amounted to only one-half of a summer load.) In order that the faculty members of the Commission could continue to devote a significant portion of their time to the work of the Commission during the fall semester, each was provided with a one-fifth or one-fourth release time assignment.

The first responsibility of the Commission was to plan and organize its work, through the use of task forces to study and make tentative proposals on the various aspects of the assignment. Three task forces were established: (A) Programs, (B) Student Services, and (C) Organization and Finance. (See Appendix E.) In addition, a liaison committee comprised of the chairman and a representative of each task force met regularly to assure close coordination of the work of the Commission. The total Commission met weekly throughout the summer.

Extensive literature on this subject was reviewed by the Commission to assist members in their work. (See Appendix F.) The Commission staff compiled a vast quantity of reports and other materials describing the programs and plans of other postsecondary educational institutions. The resources of the Chancellor's library and other libraries were used extensively. Some travel was necessary for the Commission and staff to gain first-hand observation of programs at other colleges.

The task forces and the full Commission met with a large number of administrators, faculty members and others who described the current District-wide programs and the needs for new programs. (See Appendix G.)

Each task force prepared working papers dealing with pertinent findings and recommendations. These papers were subsequently reviewed and revised by the Commission and compiled into preliminary "summary recommendations." The summary recommendations were submitted for review by the faculty of each of the nine colleges, either at a full faculty meeting or a meeting of the academic senate. Additional presentations of the summary recommendations were made to the District

Academic Senate and at meetings of the executive groups of employee organizations. (See Appendix H.) All faculty members were encouraged to provide their ideas and suggestions.

The Commission reorganized for the fall semester so that the programs and services--both existing and proposed--could be examined and considered to a greater extent. The new task forces were (A) Government Education, (B) Individualized Instruction, (C) Career Development, and (D) Community Services. (See Appendix I.) While the summary recommendations were used as a basis, the recommendations were completely reworked by the Commission based on the further study of the task forces.

The research, discussions and reflections of the Commissioners, along with the ideas and recommendations of a great number of faculty and administrators, formed the foundation of this report, New Dimensions for the Los Angeles Community College District.

CHAPTER II

THE CHALLENGE

Defining the Challenge

The challenge to the Los Angeles Community College District is clear: to consider the establishment of a broad, non-traditional educational delivery system, which could be added to the existing colleges and their outreach locations in order to extend services to a significant number of citizens who are not now being served. The New Dimensions embody the idea of "horizontal coverage," a strategy to serve the total District area--in contrast to "vertical coverage," such as the individual campus with a smaller, more circumscribed territory. The boundaries of the community to be served coincide with the District's entire 882-square-mile area. The New Dimensions would provide programs too costly to duplicate or not available through existing campuses, without in any way supplanting or usurping current college responsibilities. Many activities presently coordinated by the District office would conceivably move into the New Dimensions with an organizational structure that would be conducive to innovative program planning, promotion, and evaluation on a District-wide basis.

New Environment

New categories of students with new and diverse needs are hastening the evolution of a new educational environment. In part, the challenge springs from this phenomenon. Although only a sampling, the following are importanf factors of environmental change which were considered by the Commission:

1. Education will become a lifetime learning process--a basic need of society. Therefore, a flexible educational model to render basic, continuing, and recurring educational programs is necessary.

2. The shift in emphasis from degree granting to service to the learner must be a high priority. Career counseling and individualized instruction programs are both steps toward more effectively serving the new student.

3. An organized effort to promote intelligent and widespread use of educatonal technology should place special emphasis on programming for radio, television, computers, videotape recorders, and multi-media approaches.

4. A comprehensive educational information system should include data gathering, storage, and dissemination in such areas as counseling and guidance, instructional development and services, and student achievements.

5. Cooperation and collaboration must be encouraged among collegiate, community and alternative educational entities so that diverse educational programs and services may come into being.

New Clientele

For several years, the image of the college student--youthful, full-time, active in campus life--has been changing. At the same time, the reservoirs of non-traditional students have been increasing to include--

1. Those individuals who cannot afford the time for conventional education.

2. Those who cannot afford the costs of full-time education.

3. Those whose talents are not served most effectively by traditional education.

4. Those who have become technologically unemployed and must "retool."

5. Those whose educations have been interrupted by military service, illness, parenthood, etc.

6. Those faced with increased leisure time and a need to find satisfying activities.

7. Those desiring personal and intellectual enrichment.

8. Those needing to acquire saleable skills to improve the quality of life.

9. Those with special problems which can be ameliorated by education.

10. Those in remote locations.

New clientele require different educational approaches, and the Los Angeles Community College District has been experimenting with the following programs, on a limited basis, for the past few years: interdisciplinary studies, coordinated learning systems, instructional television, courses by newspaper, overseas programs, instruction and career counseling at outreach sites, special programs for government agencies and institutions, senior adult activities, women's centers, special services for the handicapped, cooperative career centers, and many more. Some of them have been developed and coordinated at the District office level; some through the cooperation of the District offices, colleges and other organizations; and some by the individual college campuses in liaison with the District offices. The challenge now is for the New Dimensions to provide on-going and consistent coordination for District-wide and extra-District programs, with the attendant capability of creating new strategies.

Identifying Needs

The main question that must be asked and answered by this study is: What is the need for creating the New Dimensions within the Los Angeles Community College District? At the same time, other questions must be considered: What are our students going to be like tomorrow? What learning experiences will be appropriate to the future of our world? How must education change to provide these experiences? What resources can we call upon to bring about constructive change?

Before dealing with these questions specifically, it should be stated that the Commission did not have time to conduct a systematic and empirical assessment of educational needs throughout the District. For this report, broad strokes--rather than precise tools--have been used to determine general needs. The Commission relied heavily on several major studies conducted on the national, state, and local levels. A survey of these follows.

Carnegie Commission on Higher Education

Created in the late 1960's, this commission proposed a series of changes, primarily centered on loosening education from institutional binds and extending opportunities into everyday life. In Less Time, More Options, the commission stated (1971, p. 2.):

> Society would gain if work and study were mixed throughout a lifetime, thus reducing the sense of sharply compartmentalized roles of isolated students *v.* workers and youth

v. isolated age. The sense of isolation would be reduced if more students were also workers and if more workers could also be students; if the ages mixed on the job and in the classroom in a more normally structured type of community; if all members of the community valued both study and work and had a better chance to understand the flow of life from youth to age. Society would be more integrated across the lines that now separate students and workers, youth and age.

The Carnegie Commission suggested that postsecondary education move in five major directions:

1. Shorten the length of time for formal education.

2. Provide more options.

3. Make education more appropriate to life interests.

4. Make certain degrees more appropriate to the positions to which they lead.

5. Made educational opportunities more available to more people, including women, the unemployed, older people, and the poor.

Commission on Non-Traditional Study

Formed in the early 1970's, this commission, in its report, Diversity by Design, defined non-traditional study as more an attitude than a system (1974, p. xv):

> This attitude puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and de-emphasizes time, space, and even course requirements in favor of competence and, where applicable, performance. It has concern for the learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic or occasional study.

In Planning Non-Traditional Programs (1974), a report on the commission's research into such areas as student need and interests, the authors indicate that some 80 million Americans between 18 and 60 who are not now studying full time are interested in continuing

their learning. The commission also established two major premises for non-traditional study:

1. Opportunity should be equal for all who wish to learn.

2. Learning is a lifelong process, unconfined to one's youth or to classrooms.

This commission's researchers found a wide range of learning interests, but they were primarily pragmatic and nonacademic in nature (p. 50):

> Vocational subjects rank as first choices for 43 percent of potential learners, followed by general education (13 percent), hobbies and recreation (13 percent), and home and family living (12 percent). Investing, sports and games, crafts, sewing and cooking, business skills, gardening, and physical fitness are all of some interest to at least one-fourth of these adults--more than any academic discipline. Only 17 percent of these Would-Be Learners want college credit, and over 50 percent would be satisfied either with no credit or with a certificate of satisfactory completion. Only one in five feels that "work toward a degree" is a very important reason for learning.

The Joint Committee on the Master Plan for Higher Education of the California State Legislature

This committee's report, Postsecondary Alternatives To Meet the Educational Needs of California's Adults, was published in September, 1975. It is particularly meaningful as the staff carefully analyzed two communities served by the Los Angeles Community College District as case studies to complement the statewide survey. These were central Los Angeles and Chatsworth/Northridge. The report comments as follows on LACCD's New Dimensions (1975, p. 39):

> In comparison with community colleges elsewhere in the country, however, few community colleges (in California) have created separate units for non-traditional studies. Among the exceptions, both in the planning stages, are the Los Angeles Community College District's "New Dimension," and the College for Non-Traditional Study of the Peralta Community College District in Oakland.

Other efforts by LACCD cited in the report are Los Angeles City College's Mobile Advisement Center, the Government Education Center, and East Los Angeles College's extensive off-campus instruction.

Because of the importance and currency of this study, a more detailed summary of its findings is here offered.

The study's two basic messages are the following:

1. California should conceive of postsecondary education as a lifelong process and should assume that diversified learning has the potential to enhance the quality of life for everyone in the state.

2. California has not sufficiently met the educational needs of adults.

The study reports that the demand for education among adults is increasing, that part-time enrollments have been increasing at accelerating rates, that by the 1980's full-time enrollments are likely to decline, and that postsecondary education is simply not reaching large segments of potential part-time students. The following demographic projections illustrate that greater attention to educational demands of older adults will be required:

1. By the year 2000, the state's population will increase by 38 percent.

2. By the year 2000, only two groups will increase by over 50 percent: adults between the ages 35 and 50 and those over 65.

3. By the year 2000, elementary students will increase by 37 percent.

4. By the year 2000, high school and "college age" youth will increase by 16 percent.

5. Between 1980 and 1990, the number of 18-to-21 year olds is expected to decline by 12 percent.

(Based on State Department of Finance forecasts, cited in Postsecondary Alternatives, p. 16.)

The report concludes that for every Californian now attending an adult school, college or university, another would like to engage in further learning, but for some reason is not now doing so. A survey in Los Angeles County indicated that 64 percent of high school graduates answered "yes!" to this question (p. 26): "If, in the near future, you could go to college on a part-time basis without giving up your work or your other full-time activities, would you like to do it?"

In terms of the range of postsecondary interests, the report includes this observation (pp. 26-27):

> The Postsecondary Alternatives interviews reveal not only that interest in continued learning among the state's adults is extensive; it is both serious and sophisticated. In contrast to the belief of some that the educational concerns of California adults are limited to wine tasting, fly tying, and astrology, their fields of interest are widely diverse. Subjects range from astronomy and aviation through coronary care, drill press operation, Latin, and law enforcement to pipe fitting, pottery, tax accounting, welding, and zoology. (Some) 47 percent of the potential learners are interested in occupational and/or professional skills, and fully one-fourth seek traditional liberal studies.

A large number of Californians are also interested in such services as having their knowledge, skills, and potentials measured; receiving information on educational opportunities; obtaining personal and career counseling; and having their non-college learning experiences evaluated. The scope and diversity of interests will increase, according to the study, and this will be due to four primary factors (p. 29):

1. Economic and social changes impel adults to update their knowledge and skills.

2. Education itself is a stimulus for more education.

3. Increasingly, continuing personal growth is seen as a key to satisfying life.

4. Time available for continued education is likely to increase.

The study emphasized the consequences of technological and occupational change causing Californians to retool, return to college, update skills, acquire new skills for job mobility, etc. As a society, the state (p. 33):

> ...faces problems in its social and political life--from struggles over economic and ethnic justice to questions of environmental protection, political apathy, and personal alienation--that will require increased public understanding and "civic literacy" for their resolution. In the future, besides communications competence and vocational competence for a career, California's adults will most likely need greater interpersonal competence (the ability to function effectively in groups), technological competence (an

understanding of how things work), political competence (civic understanding and a disposition to participate in self government at local and other levels), and perhaps most important, competence in learning how to learn (skills in finding, using and creating learning resources).

The study identified several major unmet needs which here have a statewide perspective, but are nevertheless pertinent to the District's local situation as well. The most critical unmet need cited in the report is access to information. As the authors state (p. 57): "Clearly people must know about the services available to them in order to use them. Too often, those most in need most lack the needed information." Other unmet needs include (p. 55-56):

1. Individual assessment, counseling and career planning.

2. Equity for part-time students (who are often discriminated against by fee schedules and shortchanged in many other ways).

3. Programs for groups with special needs (including older adults, ethnic minorities, high school drop-outs, the poor, women, the handicapped, and the institutionalized).

4. Individualized degree-oriented learning opportunities (building one's own program, rather than following a prescribed curriculum).

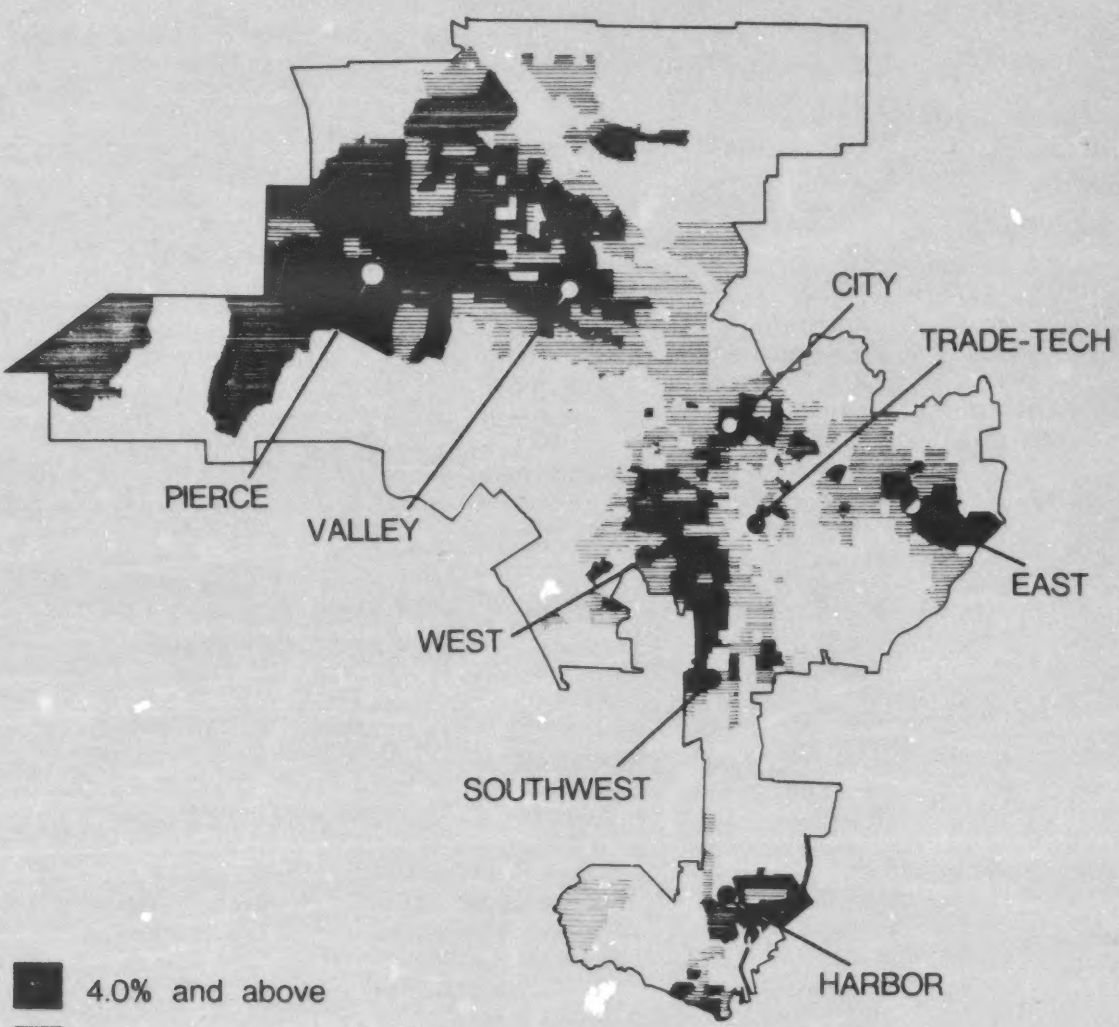
5. Certification of academic and occupational competence without formal instruction.

Geosystems Research

The LACCD Office of Educational Research and Analysis has developed a research tool that matches information to locations within the District. Known as "Geosystems," it provides information about where students live. To determine what correlation exists between the proximity of a college and the degree of participation by residents of the District, Geosystems was used to prepare a map (Figure 2), indicating the percentage of a census tract (as of the most recent decennial census, 1970) enrolled in a credit course in the fall of 1974 at any of the District's then existing eight colleges (Mission College did not open until January, 1975). Those census tracts where 4 percent or more of the population were enrolled are shown in black; those in the third percentile are shaded dark grey and in the second percentile, light grey. Where less than 2 percent were enrolled, the areas are left unshaded. The college locations are

Figure 2

Map of District Showing Percentage of Population of Census Tracts (1970) Attending Any Los Angeles Community College District College (Fall,1974)



Note: Mission College was not in operation when this data was compiled

identified, and the map provides a graphic representation of how significant the geographical convenience of a college campus is in determining the percentage of the population that will enroll in courses. This single representation of such information may not be considered as definitive, but it is at least indicative and demonstrates that additional and more detailed studies should be made.

Summary

Since the Carnegie Commission recommendations of the late 1960's, the limitations of a strictly campus concept for higher education has been clearly expressed. The colleges within the District are already responding to this need by establishing numerous outreach locations and by extending counseling and other services through techniques such as mobile vans. The New Dimensions can be the major move in this direction on a District-wide basis. Although there were 45,000 students enrolled in such programs last year, this represents only the threshold of a new era. With the New Dimensions programs, the District faces the challenge of crossing that threshold and entering a new realm.

The studies of the early 1970's delineated even further the needs of the new clientele in the educational marketplace. The District has made significant strides in recognizing, understanding and preparing for this new "student body," and the New Dimensions--more so than any previous efforts--will seek out these new consumers. It will act on the assumption that learning should serve not only as preparation, but must be designed to provide a rewarding experience in and of itself. College education will consider other dimensions of humanness in addition to the cognitive; these will include developing competency in family or single roles, improving interpersonal relations, and acquainting students with their emotions--the affective side of life. In the New Dimensions, a sense of continual learning will be developed. It must be assumed, based on the conclusions in these studies, that the college and the learner will have a long period of association. Thus, the New Dimensions will be there when the need and interest are manifested by those who wish to extend their learning experience.

The New Dimensions, in essence, offer a strategy for this District by which many of the unmet needs identified statewide can be fulfilled. The current executive leadership of the state has gone on record favoring less state aid to solve problems and more local control of educational issues. In this regard, the New Dimensions seek to answer the challenge through a variety of funding sources, such as contracts, special grants, and private foundation support. It will also be in a pivotal position

to effect improved coordination with other segments of postsecondary education, thus helping to avoid duplication of effort and confusion of functions. Additionally, one of the primary functions of the New Dimensions is the improvement of information dissemination systems--the most critical need identified by the California Postsecondary Alternatives study.

The real question is whether the Los Angeles Community College District is going to respond to the challenge and become a leader and major contributor to the future that is education.

CHAPTER III

CURRENT DISTRICT-WIDE PROGRAMS AND SERVICES

Community college education--including that which may be considered as non-traditional--has been offered by the Los Angeles Community College District through both the colleges and the District offices. One of the main tasks of the Commission on New Dimensions has been to identify and study current programs that are being conducted on a District-wide basis. They may be intra- or extra-District offerings. They may be programs operated by a coalition of colleges. They may be programs which are receiving initial planning at the District level but will eventually be implemented on a college campus. They may be community-oriented cultural presentations which are sponsored by the District on a single-event basis. All of these programs have in common the requirement of some kind of District-wide planning, coordination, administration, or sponsorship. (See Figure 3.)

Overseas Program

The District began an educational program for the United States Armed Forces in March of 1972 because of the need for community-college-level vocational and career courses at overseas bases. Originally, the District was a subcontractor, with the University of Southern California serving as the prime contractor. When USC relinquished its contract in 1974 (due to increased costs necessitating higher tuition), the Foundation for Educational Services, a non-profit organization, was formed. For a short time the foundation was the prime contractor and the District was the subcontractor. Then, in July of 1975, the government asked the Air Force to enter into contracts for educational services directly with the academic institutions which would provide the programs, and the District became a prime contractor for vocational and career programs. To comply with contractual provisions, the District is obliged to provide logistic support services, and for this purpose it subcontracted with the Foundation for Educational Services. In essence, the contractual roles of the District and the foundation have been reversed. The current contract, running from July 1, 1975, through June 30, 1976, amounts to $2,700,000. As a specially funded program, Overseas operates at no cost to the District.

Current District-Wide Programs and Services

Figure 3

PROGRAM/SERVICE	ADMINISTRATION
OVERSEAS PROGRAM	
Overseas Program	Unit Reporting to Chancellor
PROGRAMS FOR INDIVIDUALS	
Instructional Television	Office of Instructional Development (reports to Vice Chancellor of Educational Planning and Development)
Educational Telephone Network	
Instruction by Newspaper	
COOPERATIVE PROGRAMS	
Government Education Center	Separate organization with its own Board of Trustees
Staff and Professional Development	Office of Human Development (reports to Executive Vice Chancellor) and Office of Instructional Development
Educational Programs for Prison Inmates and Ex-Offenders	Office of Instructional Development
COMMUNITY PROGRAMS	
Opera Workshop	Office of Community Services (reports to Vice Chancellor of Educational Planning and Development)
Bicentennial Celebration	
Folklife Festival	
Pre-Retirement Education Project	
Humanities Town Hall Project	
STUDENT SERVICES	
Metropolitan Supermarket for Career Guidance	Office of Resource Development and Student Services (reports to Vice Chancellor of Educational Planning and Development)
MEDIA SERVICES	
Media Development Center	Office of Instructional Development
Project ACCESS	

The Overseas Program concentrates on career and occupational courses. As with similar contractual overseas educational programs, five eight-week terms are offered each academic year. From a beginning of 15 classes with 298 enrollments, the program has grown rapidly to 5,330 enrollments in 385 classes in 42 locations (primarily in the Far East) during a recent term. To date, the District has awarded 186 certificates and 324 degrees--granted through the auspices of Los Angeles City College.

Overall administration is provided at the Los Angeles headquarters (currently located on the LACC campus but slated to move to the District offices). The staff consists of an executive dean, an assistant dean for administration, and three directors (development, instruction, and student personnel services). The foundation provides business and consulting services. District employees are selected for two-year assignments at specified posts in the field. These field positions presently include a Far East division director, a coordinator of counseling services, an associate director for instruction, and three area directors. Faculty are recruited according to the standard selection procedures of the District.

Programs for Individuals

Instructional Television (ITV)

Television has been used since the 1950's and is continuing to be used by the colleges as an educational medium. Beginning in the 1960's, ITV moved into the realm of broadcast programming and the following courses were presented:

"Physical Geology"
"History of the World Theatre"
"History of Western Civilization"
"Music Appreciation"
"Introduction to Business"
"Cultural Anthropology"

In 1970, the District joined the neighboring colleges to form the Southern California Consortium for Community College Television (which how has 36 member institutions). Since the formation of the consortium, the District has produced two color ITV programs: "The History of Mexico" and "Law for the 70's." From 1971 to 1974, the Consortium broadcast the following programs:

"Survey of Art History"
"Elementary Astronomy"

"Economics for the Consumer"
"Insurance Principles"
"Physical Elements of Geography"
"Health Education"
"History of Mexico"
"Law for the 70's"
"General Psychology"
"History of the World Theatre"

For the fall, 1975 semester, four courses are being offered in cooperation with the consortium:

"The Ascent of Man"
"Search: The Quest for Personal Meaning"
"A Time to Grow: Human Development"
"Classic Theatre: Humanities in Drama"

Two of these courses ("Search" and "A Time to Grow") are running on VHF stations (KABC and KTTV) in addition to KCET, the UHF outlet. None of the programs was produced by the District, and two ("Ascent" and "Classic Theatre") are British imports.

The primary objective of ITV is to extend educational opportunities to persons not able to go to the college campus. Its stated purpose is to increase access for students who are not enrolled "on campus" and to provide an alternative mode for those who are. Television is considered part of a coordinated instructional system that also utilizes faculty members, textbooks, syllabi, and other resources (such as libraries, tutors, and other media). All personnel, equipment, supplies, telephones, and other costs are included in the District Instructional Television budget. Enrollment in ITV has almost tripled from 1973 to 1975. The following figures indicate a pattern of growth:

Fall, 1973 -- 1,720
Spring, 1974 -- 1,166
Fall, 1974 -- 1,537
Spring, 1975 -- 4,224
Fall, 1975 -- 4,305

The jump in enrollment from 1974 to 1975 has been attributed to a wider distribution of information about ITV course availability and an improved selection of courses.

Organizationally, ITV should be viewed from two perspectives: as an affiliate in the consortium and as an administrative responsibility of the District Office of Instructional Development in the Division of Educational Planning and Development. Within the consortium, a District college

functions as one of 36 member institutions; however, there are more colleges from the Los Angeles District than from any other district, which enlarges this District's input and influence. District faculty have acted as consultants to the consortium, and three professors were hired to write a study guide for the "Ascent of Man" course. The ITV program is administered directly by the Office of Instructional Development. Current staff is comprised of a District ITV coordinator, a part-time professional expert, and two intermediate clerk-typists. All are housed at Los Angeles City College, which also provides student record services. Faculty members are selected to act as course advisors, and their duties include conducting review sessions, administering and grading tests, preparing student response systems and evaluating student performance.

A District resident who is at least 18 years of age or a high school graduate may enroll by completing and mailing the registration form provided with a descriptive television course brochure. An introductory letter apprises him of course details and provides him with a mail order form for purchasing books and materials. After enrolling, the student has varied opportunities for personal contact: telephone course advisors are available in the ITV office at specified times; course advisors contact students by telephone; and review sessions are held on selected campuses prior to the mid-term and final examinations. At these exams (given on all nine campuses), certificated employees act as proctors.

ITV uses various promotional methods: advertising (recently in T.V. Times and KCET's Gambit); public service announcements on radio and television; news releases; space in District-wide publications; time on a District radio show, "Dimensions"; and direct mail to county and city libraries, social welfare programs, nursing homes, doctors' offices, hospitals, and college campuses. For the spring 1975 semester, 78,000 ITV brochures were distributed.

Educational Telephone Network (ETN)

This program began in the spring of 1973 at Los Angeles City College. By arrangement with the Pacific Telephone Company, LACC offered to company employees a course in Organization and Management Theory (Management 2) via a conference telephone arrangement which permitted the students to take the class at employment locations. Five local telephone company offices participated in the program and offered the course either at noon or at 5:30 p.m. The instructor rotated among the five locations; all students could hear the lecture and participate in discussions by means of the conference telephone. The initial enrollment was 145 and 138 students completed the course.

ETN is an educational delivery system geared to the convenience of the student. No campus classroom facilities are required. The system can operate in any room which can accommodate telephone connections and has suitable seating for students. Class size is not dependent on the number of students present at any one location, and the instructor moves from locale to locale assuring personal contact with all students. Classes by telephone may be offered at any time, in any location, and in places where the number of students is too small to justify assigning an instructor. The system could conceivably serve such diverse markets as multi-branch private businesses (such as the telephone company in the initial example); high employee density businesses (such as auto assembly plants); retirement communities; high school systems; city, county, and state agencies (such as fire and probation departments); and federal agencies (such as the post office).

Until recently, the program was administered by the Office of Instructional Development, and faculty members on participating campuses were selected to provide on-site supervision and liaison with the District offices. Now, ETN systems are being operated by two District colleges, City and Harbor. Courses in business, management, and social sciences have been offered.

Instruction by Newspaper

The utilization of local newspapers as delivery vehicles in a non-traditional educational system is being explored throughout the country. An example is the American Issues Forum, a current course developed by prominent scholars through a National Endowment for the Humanities grant. The course covers two semesters, and there is a text of readings by distinguished American historians, a student workbook, and discussion booklet covering nine radio forum topics. The newspaper acquaints potential students with the course; provides information on registration, credit, and content; and each week it carries an article by a noted scholar. The principal information is gained by reading the text and completing the workbook exercises. A teacher-of-record is also available at a contracting college, and television dramas and radio discussions are used as supplemental materials.

The District Board of Trustees decided not to award credit for the American Issues Forum course, but rather to offer it as a non-credit community service course, which is being sponsored by Pierce College. The enrollment there is 25 for the first of two semesters.

The University of California at San Diego and Long Beach City College are two local institutions offering the American Issues Forum course for credit.

Cooperative Programs

Government Education Center

This program was established in 1974 by the Los Angeles Federal Executive Board and the College Federal Council of Southern California. It is a service organization dedicated to assisting public employees at all levels of government who seek or require additional learning. In its Policy Statement, the GEC describes itself as:

> ...an alliance of government and education that can point the way to a more professional, responsive, economical and creditable public service. The Center is intended to supplement, not duplicate, existing programs aimed at meeting the needs of public workers wishing to complete interrupted education, needing occupational upgrading, making career changes or seeking additional education for personal and professional growth.

Currently participating in the GEC are the nine District colleges (to date, five colleges have actually offered programs or are in the process of offering them); 19 California State Universities and Colleges; five University of California campuses; and 13 private colleges. In addition, 25 other community colleges in Southern California are considered "cooperating" institutions.

The Center is supported essentially by donation. The Provost is on loan from the Los Angeles Community College District, which pays his salary; and UCLA loans a two-fifths-time special programs coordinator. Other support comes from USC, the Federal Aviation Administration, General Services Administration, the Long Beach Naval Shipyard, the Civil Service Commission, the National Labor Relations Board, the Veterans Administration, the Defense Contract Administrative Services Region, and the College Federal Council. Several graduate students in urban studies and public administration work at the Center. The value of donated personnel and services to date is approximately $104,000.

The GEC has offered three workshops and facilitated the offering of seminars, workshops, and courses by participating educational institutions; it provides professional consulting services; it offers and promotes educational counseling; it arranges for classroom facilities; and it publishes materials about relevant programs and services for public employees. In essence, its function is to match public employee needs with resources which can meet those needs. Some examples of GEC efforts include:

1. "After Work in the Central City" directory
2. A counseling program for the Army Corps of Engineers

3. Accelerated reading class for Consumer Project Safety Commission

4. Conversational Spanish for the Internal Revenue Service

5. Program development for the Federal Trade Commission

6. A needs assessment for the Department of Housing and Urban Development

7. Regional training center support for the VA Hospital in Wadsworth

8. Clerical training program for the Los Angeles Manpower Division

9. Interviewing techniques for the Southern California Rapid Transit District

10. Landscape management program for the City of Burbank

Staff and Professional Development

Staff and professional development has long been a concern of the Los Angeles Community College District. A major move was made in this area in the latter part of 1974 with the establishment of the Office of Human Development. This office is charged with the design and implementation of an affirmative action plan and the coordination of District-wide human development activities. Primary functions include liaison with faculty, students, staff and community members; reviewing personnel policies and practices; compiling statistics; acting as a source of information and guidance for District employees wishing to develop their work potential; and planning and coordinating staff development activities.

In the Los Angeles Community College District, there has been a classic dintinction between classified and certificated personnel. With very few exceptions, the term "professional" has been traditionally applied to the certificated side of the staffing structure. This tradition, however, is breaking down; and the Office of Human Development is recognizing the professional development needs of an increasing number of classified employees--especially those involved in business and fiscal services, administration, public information, personnel, resource development, and computer services.

From March to June of 1975, the Office of Human Development planned and coordinated 10 different programs. These included two "Working Together" seminars which involved a total of 85 classified participants

(primarily women) and were centered on such topics as job awareness, upward mobility, transactional analysis, and personal awareness. In April, 1975, the "Leadership for Women" seminar attracted 50 participants for a two-day program. In August of 1975, 178 people attended short seminars dealing with the Occupational Safety and Health Act (OSHA).

In the spring of 1975, the Office of Human Development sent out questionnaires to classified, certificated and administrative personnel. The results of these were used in part to prepare the "Professional and Staff Development Plan" which proposes concentration in seven areas of development:

- Professional
- Management
- Technical
- Trades
- Clerical
- General Skills
- Special Groups

The Office has also initiated an Administrative Interne Program, for which participants are now being selected, with the assistance of an Administrative Interne Steering and Selection Committee.

In February of 1973, the Office of Instructional Development was established, and two important faculty development programs were created under its auspices. These are the Instructional Development Grants and the Expanding Horizons Program. They are both in their third year of operation, and a total of $301,308 has been awarded to individual faculty members with innovative projects.

In 1973-74, the first Instructional Development Grants were awarded to faculty in the Los Angeles Community College District. A total of $84,221 funded 30 different projects which included:

1. Software for Computer-Assisted Instruction for Students in Law
2. Media Aids for Disadvantaged Students in Dental Assisting
3. Mural Painting Today
4. Computer-Aided Architectural Design
5. Multi-Media Approach to Drafting
6. Geological Field Trips Via Self-Paced Instruction

7. Library Orientation

8. Media Materials for Air Conditioning

In July of 1975, an evaluation of the program's first year was completed, and it was judged a success, particularly in the areas of revitalizing faculty, producing replicable materials, and introducing new courses. The evaluation team, however, made several recommendations, which include:

1. Establishing a means for assuring continued funding.

2. Developing a more efficient payment strategy.

3. Adding a liaison person between the faculty and their projects and the District offices.

4. Improving visibility of projects from one campus to another.

5. Developing better evaluation techniques.

6. Expanding the program into a more comprehensive faculty development system.

(An Evaluation of the 1973-74 Instructional Development Grant Program, 1975.)

The Expanding Horizons program emphasizes in-service education in such areas as human awareness, new educational techniques, students and their problems as learners, new management ideas, and new subject felds with related instructional techniques. Awards for 1975-76 include "Images of Women in American Films"; a workshop on improving communication skills; "Multicultural Education"; and "Educational Administration as a Career Objective," a series of seminars with guest speakers.

The Office of the Chancellor's budget for educational development funded "The Teaching of Reading and Writing: Methods, Application, and Goals," a District-wide conference held in October, 1975. More than 300 teachers of communication skills attended the nine workshops.

In addition to the above mentioned District-wide activities, the nine colleges individually offer programs relating to staff and professional development. During the 1974-75 college year, these included:

1. Human Awareness Program at City (funded through Expanding Horizons)

2. Summer workshop in media packaging for faculty at Valley

3. Advanced training for classified maintenance craftsmen at Trade-Tech

4. Project Awareness Committee activities at Southwest

5. East's staff development for campus administrators in the skill of long-range planning

6. Harbor's in-service training program for counselors (funded through Expanding Horizons)

Educational Programs for Prison Inmates and Ex-Offenders (EPPIE)

The primary goal of this program (started in 1974) is to reduce recidivism. This would be accomplished by providing testing and career counseling at detention centers, by offering on-campus training, and by helping individuals to secure employment. Activities to help inmates and ex-offenders are operating or beginning on five campuses: City, East, Harbor, Trade-Tech, and Valley; but the EPPIE program represents a District-wide coordinated effort to improve the services and broaden the efforts. (It should be pointed out here that Harbor College has long provided educational programs and classes at the federal prison on Terminal Island.) The Division of Educational Planning and Development has prepared a District-wide proposal for organization and implementation of EPPIE, and this proposal is now awaiting full funding.

Community Programs

Community Services

Although community services is a large and complex part of the entire District picture, there are aspects of it which fall into the category being considered by the Commission. These are major public presentations, such as "The Next Billion Years," a 1973 lecture series jointly sponsored by the District, UCLA, and NASA. Community development activities with possible District-wide applications include LACC's Mobile Advisement Center (the MAC van) and such specially funded programs as Senior Citizens Work-Study-Serve at Valley.

Current District-wide and cooperative community services efforts include:

1. The Opera Workshop, which is co-sponsored by the District Office of Community Services and the instructional

departments at the colleges. Credit and non-credit classes are offered through the workshop, and a full-scale opera production is presented in the spring of each year. This year's budget is $28,000.

2. Bicentennial celebration projects throughout the District, for which the Office of Community Services is providing support and staff services. The budget is $100,000.

3. Folklife Festival, sponsored this year in conjunction with the Smithsonian Institution and featuring presentations from Ghana, Japan, and Mexico. The budget is $7,500, all in contracts for personal services.

Pre-Retirement Education Project

The District offices and several LACCD colleges are participating in a community-wide consortium which involves business and industry as well as education. Financed through a three-year, $144,000 grant from the U.S. Office of Education to the Andrus Gerontology Center of the University of Southern California, the project is conducting research to be used in the development of a pre-retirement education model.

The model development and training phase began last summer with a training program at the Andrus Center, with participants from four LACCD colleges and the District Office of Community Services. As a pilot program, a free pre-retirement seminar was held at City College in December of 1975 for the residents of the communities surrounding City College, Trade-Technical College and the District offices. Designed for people from age 45 to 65, the program helped with pre-retirement planning and dealt with finances, social security, physical and mental health, work, and continuing education.

Through this project, the District has the advantage of a research proposal that is exploring pre-retirement planning and post-retirement needs and is developing a model of evaluation that can be used by all programs. Because of the diversity of institutions comprising the consortium, the model will have broad applicability. Consortium trainees will take the model back to their respective entities and implement pre-retirement education as needed.

Humanities Town Hall Project

This program, supported in part by the California Council for the Humanities in Public Policy, aims to provide opportunities for interaction between humanists and the general public. A series of workshops

is being planned for presentation on all campuses; these will culminate in three town hall meetings to be held city-wide. The budget is $40,561; $20,000 comes from the Council, and the remainder is provided by the District.

Student Services

Metropolitan Supermarket for Career Guidance

In 1974, the District joined a five-member Southern California Community College Consortium to consider the idea of forming a supermarket model for career guidance. Other members of this consortium include Ventura County, Coast, Pasadena, and Rancho Santiago Community College Districts. Thus, the consoritum represents 16 two-year colleges; three counties in Southern California; an overall population exceeding nine million people; a total student population nearing 250,000; and a labor market comprised of approximately 3,500,000 workers. In August of 1975, the District (as applicant institution for the consortium) received a $40,248 grant under Part D of the Vocational Education Act. The funds will be used for cooperative planning. All colleges will pool their resources and experiences to reach the final goal: the development of criteria and a plan of procedures by which they and other metropolitan community colleges and districts can use the supermarket concept for improving the delivery of career guidance. This metropolitan approach will then become part of a statewide supermarket system which will also include rural and suburban models.

The purpose of the supermarket concept is to put all services together in one place. The student can enter and shop freely as his or her needs warrant. Everything needed in the way of career guidance will be there: assessment, financial aids, rehabilitation, information and referral, tutoring, special target group aid, retraining opportunities, testing, placement, all kinds of counseling, and opportunities for self-exploration in career libraries and audio-visual centers. The supermarket will also act as liaison with business and industry, organized labor, manpower agencies, high schools and other educational institutions, regional occupational centers, advisory committees, the Department of Labor, and the State Employment Department.

Media Services

Media Development Center

This center is operated by the District Office of Instructional Development to provide production services and in-service training to the colleges and to District offices involved in instructional development. Located at City College, this production facility provides the opportunity for faculty to work with the staff in the design and production of educational materials. The Center assists the directors of college media centers, learning centers, and libraries in their cooperative exchange of ideas, techniques, and planning as well as providing a facility through which they may coordinate their activities. This aspect of the Center's activities has served to encourage use of individualized instruction and non-traditional efforts at the colleges of the District.

Project ACCESS

This project is a cooperative arrangement between seven community college districts to share the cost and combine the knowledge and experience of the several institutions in the development and distribution of educational materials. The name is an acronym for Association of Community Colleges for Excellence in Systems and Services. The initial impetus for ACCESS resulted from colleges who are members of the League for Innovation becoming interested in associating to work in cooperative endeavors for coursework development. The League for Innovation then invited other community colleges with similar interests to join the new consortium, ACCESS.

While $186,252 has been budgeted for this project, the funds have not been used because the organization and the legal aspects of the project are still under consideration.

CHAPTER IV

NEW DIMENSIONS IN ORGANIZATION

The previous chapter has described numerous examples of programs currently in operation or being developed, which demonstrate that the District is already heavily involved in non-traditional programs that are District-wide or that coordinate the efforts of more than one college. One of the major assignments of the Commission was to develop an organizational plan to assure than not only existing programs will continue to operate effectively, but that other programs and services to be offered in the future can be planned and implemented. In order to determine such an administrative structure, the Commission considered four organizational models.

Model 1 -- Decentralized Within the District Offices

This model represents the way in which the existing programs are currently organized. While these programs are being operated by the District offices, they are located throughout that administrative structure in various divisions and units.

Many of the programs are being conducted by the Division of Educational Planning and Development, but they are the responsibility of several offices in that division. Instructional Television, Media Development, and, until recently, the Educational Telephone Network fall within the responsibility of the Office of Instructional Development. The Office of Community Services is responsible for a wide range of activities, including the Opera Workshop, the Humanities Town Hall Project, the Bicentennial Celebration, the Folklife Festivals, and the Pre-Retirement Education Project. The Office of Resourse Development and Student Services has been working with the colleges on the planning and implementation of the Metropolitan Career Guidance Supermarket. The American Issues Forum newspaper course, which was eventually approved by the Board of Trustees only as a non-credit course, was a joint effort of the Bicentennial coordinator in the Office of Community Services and the Office of Instructional Development.

The programs in staff and professional development are in the Office of Human Development, which reports to the Executive Vice

Chancellor, and in the Division of Educational Planning and Development. The Overseas Program currrently reports directly to the Chancellor.

Even more complicated than the administrative structure for the programs is the way in which the services for these programs are organized. The District Office of Public Information provides services to Instructional Television, such as planning informational campaigns, designing publications, and writing news releases and public service announcements. Student records for ITV are maintained by the records unit of City College. And while the records of the students in the Overseas Program are kept in the office of the Foundation for Educational Services, the credits are awarded and transcripts provided by City College. Soon, Trade-Technical College will also award credit for Overseas courses. Because the District offices have no bookstore operation, the City College bookstore sells the educational materials to students in the ITV and Overseas Programs.

The administrative level on the organization chart at which all of these services and programs finally meet is that of the Chancellor; therefore, problems with the coordination of these programs and services may well be overlooked because there is no provision for them to be handled in any systematic fashion.

Following are the problems resulting from the current (decentralized within the District offices) administrative structure:

1. There is no organizational provision for the consistent involvement of faculty in the planning and implementation of programs. Faculty are involved only when a specific need arises, such as a committee of faculty to work with the Overseas Program to develop a new educational program, or only for specific programs whose operation has aroused more than ordinary interest on the part of faculty groups.

2. The District offices in a multi-college operation should be limited to the function of planning, coordinating, and providing services to all of the collegiate institutions equally. These offices should not provide educational programs and student services in competition with the colleges (the units which should be responsible for operating such programs and services).

3. Because District administrators have staff responsibilities, it is difficult for them to deal impartially with the programs and services of the colleges at the same time

they are dealing with programs that are their direct responsibility. For example, it would be difficult for the Office of Instructional Development to develop a long-range master educational plan that is entirely equitable when some of the programs it plans and evaluates are its own.

4. The programs described in Chapter II are difficult enough to plan, organize, and coordinate so that they operate efficiently and effectively. For them to be operated by numerous units of the District offices and for them to rely for services on units of the District offices and the colleges is extremely difficult since both the District offices and the existing colleges have other concerns as their primary responsibilities.

5. No mechanism is provided for the total planning and coordination of the various District-wide programs. Each program appears to be planned and implemented on a special project-by-project basis, without any overall perspective that takes into account the advantages of interrelating these programs so they can learn from each other's experiences, approach problems cooperatively, etc.

Model 2 -- Decentralized to the Existing Colleges

In essence, this model of organization represents a step backward in time. Programs such as ITV and Overseas were originally developed at City College. While at first it may seem to have some benefits that recommend it, the experience of other institutions seems to indicate that such a decentralization is not the most effective route to follow. For example, the California State University and Colleges have developed several external degree programs at the individual campuses. However, CSUS's emphasis now seems to be on the Consortium--The 1,000 Mile Campus--which is presently in the final stages of regional accreditation (Postsecondary Alternatives, p. 123).

Decentralization to various colleges within the District could be, however, a desirable parallel development. As many of the programs described in Chapter III illustrate, the coordination of the efforts of several campuses is often a necessity. But to have one campus identified as the coordinating agency does not always serve either the best interests of the program being coordinated or of the other colleges participating. Certain programs, such as Overseas, have already found that difficulties

develop from relying too exlusively on the services and the capability to award credit of a single college. As we have indicated, in the near future credit will probably be awarded by both City and Trade-Technical Colleges.

Following are the problems encountered with Model 2:

1. Many programs require the coordinated efforts of more than one college and a coordinating agency is desirable.

2. The programs to be offered need to draw upon the full resources of all colleges, particularly with respect to personnel. A coordinator for the Overseas Program should be recruited from any college on the basis of interest and qualifications, rather than having such a program be too closely related to any particular college.

3. Agencies, corporations, and other groups should be able to contact and work with a single administrative structure in order to develop special programs that require the personnel and services of more than one college.

4. Funding agencies are becoming more insistent that regional approaches should be used, rather than the limited capabilities of a single institution. Requests for special funding should be able to identify the resources and personnel of any college, rather than just one.

5. The television consortium, the metropolitan career counseling supermarket and other programs indicate that the Los Angeles Community College District should be able to cooperate with other agencies, colleges, etc., as a single entity, not as separate colleges.

6. Many of the programs that will be developed within the New Dimensions will provide services to groups which are distributed throughout the District and do not have the concentration within the service area of any one college to make such programs feasible for an individual college.

7. Programs serving persons external to the colleges' primary clientele become lower in priority than those programs serving the colleges' primary groups.

The Commission feels that both of the previous alternatives suffer from the problem of assigning programs to various administrative structures that are not specifically intended for providing the kind of District-wide activities that will be the province of the New Dimensions. Such programs should be "out front"--open to the scrutiny of the faculty, the administration and the Board of Trustees. No advantage is gained either by distributing them within the District offices or to the various colleges. They need the visibility of a separate unit--both for their success and to make known their limitations. While financing will be discussed later, it is appropriate to mention that the total budget for the current programs mentioned in Chapter III has already grown to over $4,000,000.

Model 3 -- Centralized Within the District Offices

This organization offers some advantages and avoids some of the problems that are encountered in the previous two models. Under this structure, all of the programs and services would be centralized within a single unit of the District offices, organized specifically and exclusively for this purpose. It would probably take the form of a new division or a center within the District administration, headed by a Vice Chancellor or Executive Dean who would report directly to the Chancellor. The programs in Chapter III could be incorporated into it and most of the services required by it could be provided by units that would be developed within it.

Following are the advantages of such an organization:

1. It would provide a single administrative unit for the planning, coordination, organization and implementation of District-wide, non-traditional programs.

2. The administrators and other employees of this unit would be specifically and exclusively charged with the responsibility of developing and providing such educational programs and services.

3. It would become the agency to coordinate the efforts of more than one college in developing programs.

4. It could call upon the resources of all colleges in developing special District-wide programs and could represent the entire District in requesting funds for or coordinating programs with external organizations.

The disadvantages of this organization are as follows:

1. This organization still does not provide for a continuing involvement by faculty in the planning and organization of educational programs. As a District office, this unit would involve faculty only on the basis of specific need.

2. Without accreditation and the authority to grant credit and award degrees, the unit would still rely on the accreditation of the individual colleges. This has become an increasing problem, as in the case of the Overseas Program, which will be offering courses with credit granted by more than one college. The whole concept of service to the student would be violated by the requirement of multiple transcripts.

3. While District units would no longer combine staff responsibilities with program operations, the new unit would still be a part of the District offices.

The Recommended Model -- A New College

The fourth model, the one recommended by the Commission, is the creation of a new collegiate institution, a community-college-without-walls for the Los Angeles Community College District. While referred to in this report as the New Dimensions college, this is not in any way a recommendation of this designation as the permanent name for the new institution. That can be determined later.

The experience of institutions in other states (and even in other countries) has been that programs such as those to be provided by the New Dimensions college have been most successful when they were operated by a separate institution. Examples of this are the Open University in Great Britain, the Empire State College of the State University of New York, the Thomas A. Edison College in New Jersey, and the Minnesota Metropolitan College, a separate unit of the Minnesota State College System (Postsecondary Alternatives, pp. 104-105, 135). Among multi-institutional community college districts, examples of this approach are the new Pioneer Community College in Kansas City and the Peralta College for Non-Traditional Study in Berkeley. Other college districts besides LACCD are considering such an approach, and these include Chicago City Colleges and Maricopa County Community College District in Arizona.

The new college would offer a broad spectrum of programs in innovative ways, providing opportunities and services for the lifelong learning of students who are not currently being served by any of the existing colleges of the District. These programs would not be designed to replace programs at existing colleges. The college would specialize in programs which for various reasons are not practical for the other colleges and in support services which require coordination or liaison among colleges.

The college would be capable of identifying and responding to needs of new clientele. It would direct the non-traditional student to existing programs when it identifies needs which could be met through the District's colleges. The college also would be capable of coordinating multi-college programs and services and effectively operating both extra-District and District-wide endeavors, whether on a contract basis or through offerings open to all qualified applicants.

The college would respond to requests from organizations or entities external to the colleges of the District, referring these requests to an appropriate District college. Where no college chooses to undertake the program, or where the program requires the coordinated efforts of more than one college, the New Dimensions college would provide the coordination or undertake the program itself in response. Such New Dimensions programs would be reviewed from time to time to determine whether they could be better administered by one or more of the other colleges in the District.

For the general public and for high school articulation, the college would provide special District-wide information services on the programs and activities of all the colleges in the District (including its own).

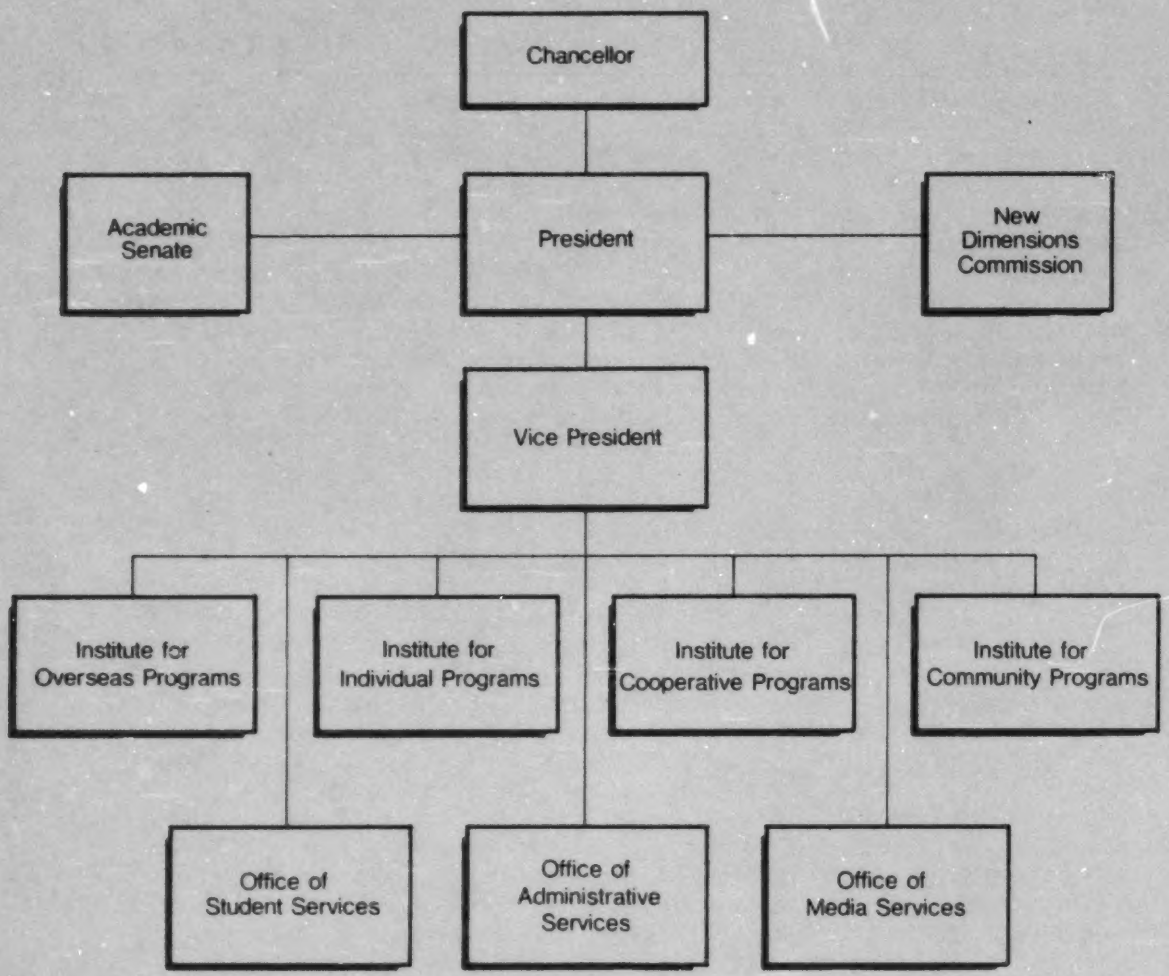
The college would provide a District-wide program of voluntary in-service training for certificated and classified employees to supplement programs on existing campuses in such areas as management, human relations, and developmental programs in areas of need and interest.

The specific programs and services of the new college will be discussed in length in Chapter V, "New Dimensions in Programs," and in Chapter VI, "New Dimensions in Services." From the standpoint of organization, it should be mentioned here that the new college, as compared with the existing colleges of the District, would have a non-traditional structure to provide the programs and services to lifelong learners. (See Figure 4.) Programs of the New Dimensions college would be organized into four (or possibly more) institutes:

1. Institute for Overseas Programs
2. Institute for Individual Programs

Figure 4

Organization Chart for New Dimensions College



3. Institute for Cooperative Programs

4. Institute for Community Programs

The services that are necessary for the clientele of the college and for the institutes to be able to function effectively will be organized into three offices:

1. Office of Student Services

2. Office of Administrative Services

3. Office of Media Services

Major factors in determining the kind of structure the new college should have are as follows:

1. Because of the nature of the programs and services to be offered, the college must have an administration that can plan and anticipate the community's needs, respond to these almost immediately, and provide an effective and well coordinated implementation.

2. Because the college's activities will be District-wide in nature, will be closely coordinated with the other nine colleges, and will rely heavily on their resources, the structure must provide a channel through which this cooperation and interaction can take place easily and effectively.

The organization that would best provide for these factors will combine the advantages of an effective administration with a new approach to inter-institutional coordination. The Commission is recommending that the chief administrative officer of the institution should be a college president, who would report directly to the Chancellor and would have the same duties and responsibilities as the other nine college presidents. In addition, because of the extensive need for the president to be involved in effecting cooperative, positive relationships with other institutions and groups both within and outside the District, the position of Vice-President should be established. This position will be responsible for the effective operations of what will undoubtedly be an extremely complex and fast-moving organization.

RECOMMENDATION ONE: To provide a flexible and effective organizational structure that will serve the needs of the non-traditional student for programs and services, the Commission recommends the establishment of a new college, to begin operations as of July 1, 1976. The college's chief administrative officer will be a president who will report directly to the Chancellor and will have duties and responsibilities similar to those of the presidents of the other colleges of the District.

The Commission

To involve both the faculties of the colleges and certain administrators from outside the New Dimensions college in establishing its strategies and priorities, a new element in the structure has been recommended for the college: a permanent New Dimensions commission.

The purpose of the commission would be to review and evaluate programs, assess needs and make recommendations for action necessary to meet these needs. It would assist in establishing guidelines for the college within the policies approved by the Board of Trustees. It would act as liaison among the District faculty, the community, and the New Dimensions college, and would consist of persons fully knowledgeable about the constituencies they represent.

Expanded by representatives of the New Dimensions college and the community, it would serve as the nucleus for the search and screening committee for the selection of the college president. The faculty members on the commission would also serve as a committee to represent the District faculty in the establishment, supervision, and evaluation of programs. Where, in the judgment of the commission, a program has highly significant, District-wide impact, as in the case of Instructional Television, each credit course may have an advisory committee drawn from faculty representing the course discipline at colleges where similar courses exist. Where a program has direct involvement with a section of the community (e.g., cooperative and community programs), advisory committees would be drawn from the community in accordance with present practices and policies.

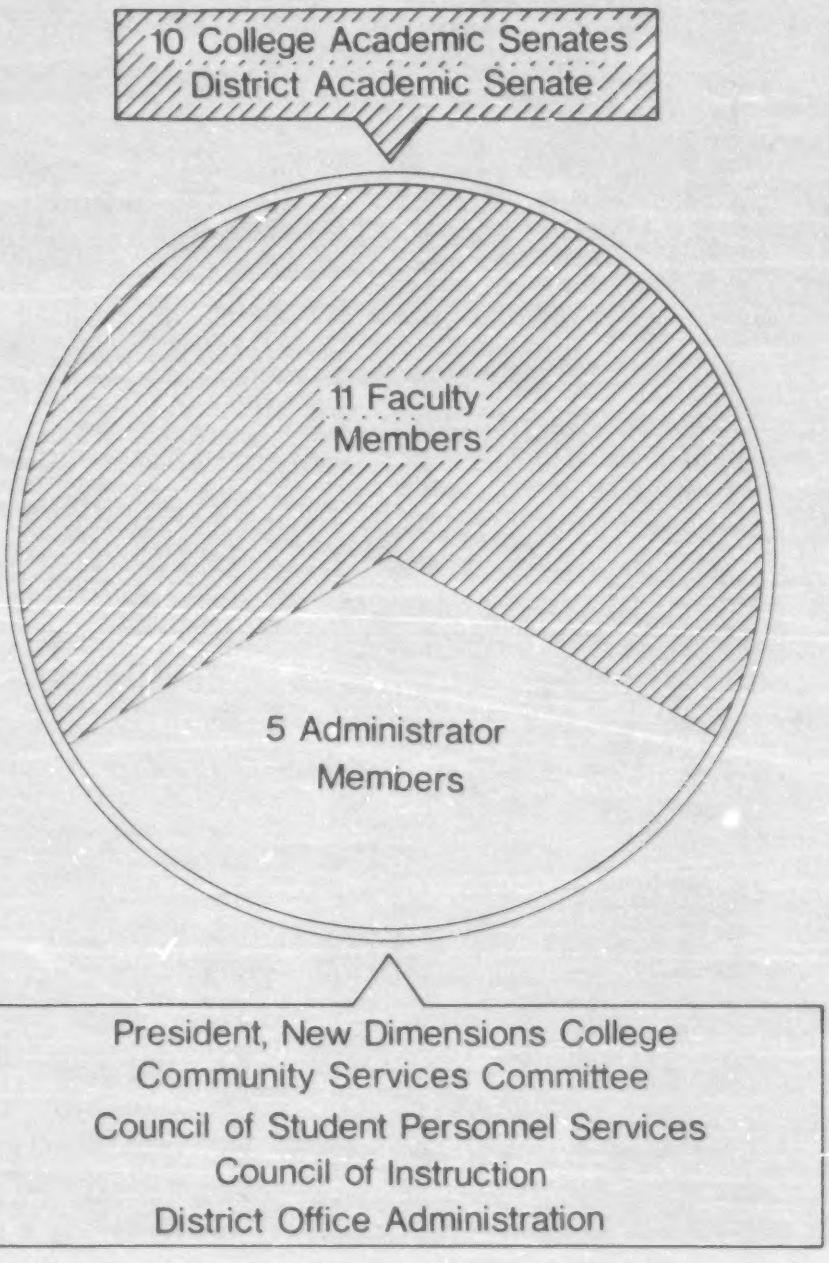
The commission would consist of sixteen voting members (see Figure 5), selected by the following methods:

Faculty Members

Each college would have a faculty member on the commission, selected by the college's academic senate, in such democratic method as it chooses,

Figure 5

Composition of Proposed New Dimensions Commission



from college-wide applications, as vacancies occur in the faculty-commissioners' overlapping two-year terms. The application forms and description of duties would be furnished to each faculty by the present Commission on New Dimensions. The District Senate would select a representative in a similar manner.

The Commission recommends that persons should be selected on the basis of the following qualifications:

1. Experience in teaching, counseling, and learning resource activities that are non-traditional in methodology and/or intended for the non-traditional student.

2. Experience in the development of new courses and/or programs within the college environment and/or outside.

3. A history of community involvement.

4. Possession of extensive knowledge about the program offerings of the college represented.

5. Ability to communicate with the members of the represented faculty and with the leaders of employee and discipline-oriented professional organizations, both in seeking information and in imparting concepts of programs proposed at the New Dimensions college.

6. Ability to synthesize and distill into concise reports the varying points of view of the represented faculty.

7. Desire and commitment to be involved in a project such as the commission for the New Dimensions college.

Administrator Members

The non-faculty members of the commission would include the president of the New Dimensions college and representatives of the following groups: The Community Services Committee, the Council of Instruction, the Council of Student Personnel Services, and the District Office administration. All non-faculty commission members not serving *ex officio* would be selected by the Chancellor from a list recommended by the represented group, and these recommendations would be selected from those members of the group who completed applications.

The establishment of the commission would in no way interfere with the right of the faculty of the new college to establish an academic senate, which may advise the president.

RECOMMENDATION TWO: To involve the faculty of all colleges and administrators outside the New Dimensions college in the planning and priorities of the college, the Commission recommends the creation of a permanent commission, comprised of the following members: eleven faculty members, one selected from each of the District's colleges by the college's academic senate and one from the District Academic Senate; and five administrator members, who will be the president of the New Dimensions college and representatives from the Community Services Committee, the Council of Instruction, the Council of Student Personnel Services and the District administration.

Student and Community Organizations

The previous section has provided an organizational structure that would involve the District "community" of faculty and staff in the decision-making process of the New Dimensions college. Two other groups--the students and the community at large--must also have the opportunity to participate in the new college in ways besides being its clientele. The existing colleges accomplish this through various methods: student body organizations, advisory committees, and foundations. Because of the total community orientation of the New Dimensions college, these involvements by the students and the community should be even more extensive than those of the other nine colleges.

But the very nature of the new institution presents problems. The students would be even more transient than those of the other colleges. Dropping in and out would be even more pronounced. Many of the New Dimensions students would never see anything with which they would necessarily and specifically identify as a "campus" of their college. Overseas students take their courses several thousand miles from Los Angeles. Within District boundaries, the locations would be primarily leased, borrowed and temporary. Other students, because of infirmity, handicap or institutional obligation, would never "attend" any kind of location for their participation. This would make the organization of any form of student body organization extremely difficult.

Still, the New Dimensions college would have a very great need for the special services and financial arrangements that student body organizations now provide. Examples are as follows:

1. Printing would be in great demand for the courses and activities of the college.

2. Syllabi and other instructional materials would need to be run off quickly and in great quantity.

3. The information services and community programs of the college would require many kinds of printed materials.

4. A bookstore--completely mail order--would need to serve Overseas, ITV and the other students of the college.

5. The Overseas Program has found that special arrangements for funds deposited and expended outside the country must be made.

6. Gifts of commodities that must be received and used immediately could cause problems, with the procedures of the District making it difficult, if not impossible, for these gifts to be accepted through the regular channels.

Another problem that will become more obvious as the new programs for the college are discussed in the following chapter is that the dividing line between student and interested community participant will be increasingly fuzzy. The same person who is taking an individual program for cultural enrichment and is attending various community programs may also be serving on the advisory committee for a cooperative program.

Throughout the planning of the New Dimensions college, the Commission has recognized that the new college must have the involvement, support and understanding of the community to the greatest extent possible. This will take place in ways such as the following:

1. Employers would support the programs by contracting with the Institute for Cooperative Programs, serving as advisors in the development of such programs, encouraging their employees to participate, and providing the college with equipment to use and locations in which to meet.

2. Community institutions and agencies would provide space, resources, assistance, knowledge, skills, and expertise.

3. Community and neighborhood organizations would be asked for their ideas and cooperation.

4. Organizations; convention, commercial, and public facilities; radio and television stations; and the press would be called upon to help tell the story of the New Dimensions college.

What would be needed is an official and formal means of identifying and recognizing the participation and assistance that is being provided by the community in these many ways.

The problem is, therefore, one of determining what organizational structure or structures could be created that would effectively encourage involvement and participation by students and community members. Should a non-traditional form of all-student association be created? Should the New Dimensions college have a foundation that would perform many of the necessary functions?

The Commission has not arrived at a definitive solution to these questions. Indeed, the consensus was that this is not a problem that has a definitive solution. It is a matter that the faculty and staff will have to experiment with before finding a workable approach. But, at least, consideration should be given to the establishment of an innovative kind of organization for the new college--a New Dimensions foundation that would combine the purposes and advantages of both a college foundation and an all-student organization. Membership in the foundation would be extended to students and to all members of the community who are involved in the programs of the New Dimensions college through advisory committees, cooperative programs, etc.

The foundation would have its own board of directors, who would work closely with the administration of the college and with the commission. The board would seek private support for the college through gifts of money as well as gifts of materials, equipment, books, etc.

Further study of this proposal must be made to determine exactly how the foundation would be established, the legal restrictions on it, the regulations that would govern it, how it would be incorporated, its constitution and by-laws, etc. A recommendation to this effect is included in Chapter VII. The Commission believes that the basic idea might provide an effective method of both involving and providing official recognition of the community's participation in this new college.

Personnel

A new District-wide approach to providing educational programs and services--a non-traditional college--will require new and innovative methods of personnel recruitment and management. At this stage of the planning process, it is impossible to know exactly what kinds of special assignments and arrangements must be made in order to provide for the new ways of instructing and serving. The following represent the basic

principles of personnel and staffing policies that the Commission has agreed are essential for the New Dimensions college:

1. All personnel should be recruited and selected in accordance with appropriate District personnel practices.

2. Some faculty, administrators, and classified personnel should be permanently assigned to the college; others should be on full- or part-time assignments, released from other colleges for periods appropriate to the nature of their assignment.

3. Because of the special needs for availability of faculty members and the special services to be made accessible to students, any part-time assignment should be for an entire day or days of the week.

4. Provisions should be made for temporary voluntary exchanges between permanent faculty members assigned to the New Dimensions college and their counterparts at other colleges.

5. Certificated instructors should be assigned to programs on a full-time basis whenever possible and should be compensated at their regular rate.

6. Instructors who teach at more than one location per day should be entitled to mileage, and the special nature of this type of teaching should be recognized as an element in determining the number of teaching hours. Similar arrangements should be made for administrators and classified employees with comparable assignments.

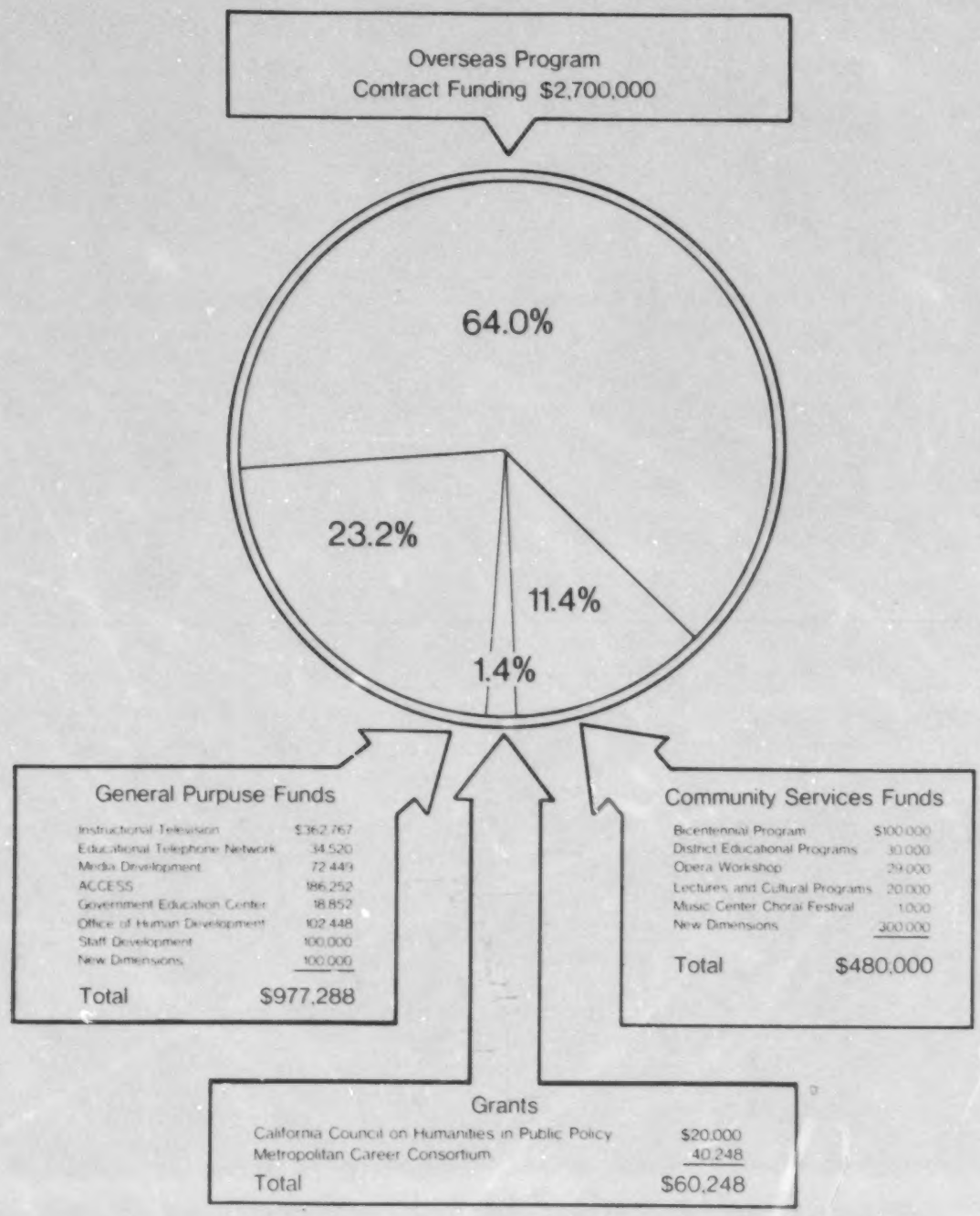
7. Provision should be made for innovative services and assignments which may arise, sometimes on short notice. For example, "artist in residence" or "writer in residence" appointments should be regularly available so that the New Dimensions college may secure the services of creative persons for the metropolitan area, for periods of up to one year.

Financing

In a time of financial stringency, when State appropriations for funding the foundation programs are being limited, the cost of a new

Sources of 1975-76 Budgets for Current Programs That Would Be Incorporated into the New Dimensions College

Figure 6



Total: $4,217,536

unit--and particularly a completely new collegiate institution--are of great concern. Any new project that would serve as a major competitor with existing colleges for limited funds would be difficult to justify to the Chancellor, the Board of Trustees and the District faculty and staff. With this in mind, the Commission examined the potential sources of revenue carefully.

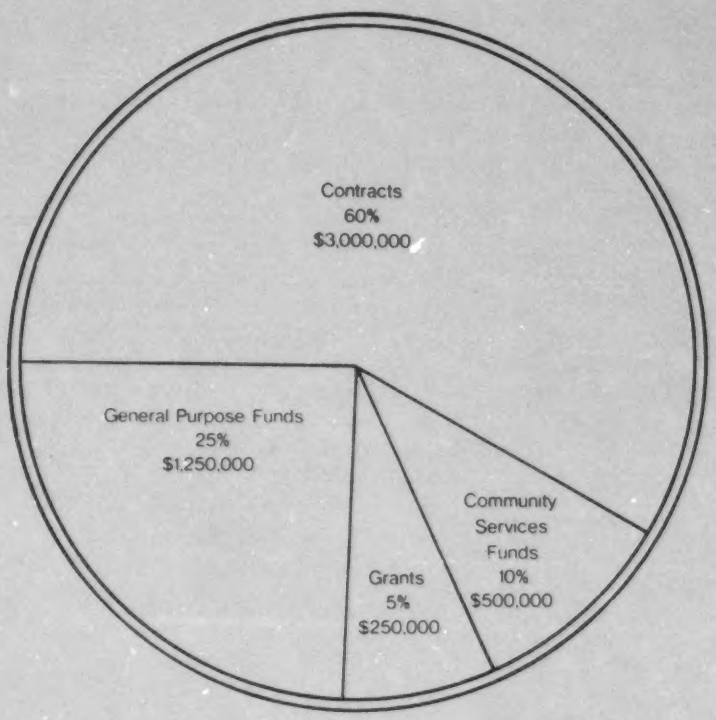
Figure 6 indicates the sources of funds for the current budgets of those programs being recommended for incorporation into the New Dimensions college. The total operating budget for 1975-76 amounts to approximately $4,200,000. As this chart shows, only about 23 percent of the funds allocated to these programs comes from the general purpose funds. About 11 percent is from the community services fund, and government grants account for between one and two percent. By far the greatest amount of funding (64 percent) comes from the contract with the U.S. Armed Forces for the Overseas Program. This means that approximately two-thirds of the funds for current programs are being provided by sources of revenue that are not related in any way to either state appropriations or the local property tax. Such programs are conducted at the levels of available funding. If special funding is not available, the programs are retrenched, so that they cannot invade the revenues that are provided by state appropriation or local taxation.

The planning of the New Dimensions college is not at a stage where a detailed budget for 1976-77 can be developed. But the Commission would anticipate that all current programs could be incorporated into the new college, including an allowance for inflation, and that the necessary services and expanded programs could be established within a total operating budget during the first year of approximately $5,000,000. This would represent an increase of approximately $800,000 over the current budget for these programs. It is further projected that the portion of this total budget from general purpose funds would not exceed 25 percent, or approximately $1,250,000. This would be an increase of only $273,000 over the current budgets for existing programs. The support from the community services fund should remain at the present level, which will provide $500,000. The other two categories are estimated at 60 percent, or $3,000,000, from contracts and 5 percent, or $250,000, from government grants. (See Figure 7.) Again, it should be emphasized that the funds from these latter two categories are totally dependent on funding from agencies and other entities external to both the Board of Trustees and the State Legislature.

If the staff of the New Dimensions college is successful at expanding the Overseas Program; making contracts with agencies, corporations, and professional and occupational organizations; and developing proposals for funding by government agencies or private foundations--these budgets might well be much larger than has been indicated here. On the other

Possible Sources of Funding for 1976-77 Budget for New Dimensions College

Figure 7



Total: $5,000,000

hand, if such programs are not funded at the budgeted amounts, this will not affect the budgets which have been provided from the general purpose and community services funds. The programs that receive special funding would be curtailed accordingly.

Furthermore, the Commission recommends that in future years the expenditures from the general purpose funds should be kept to a minimum and that the New Dimensions college should be made responsible for developing programs that are as self-supporting as possible.

RECOMMENDATION THREE: To provide the services and programs of the New Dimensions college, the Commission recommends a 1976-77 operating budget of approximately $5,000,000, of which the portion from the general purpose funds will not exceed $1,250,000 (an increase of approximately $270,000 over the 1975-76 allocation for the existing programs that are to be incorporated into the new college) and the community services fund portion will be approximately the same as for 1975-76, $500,000. Furthermore, the New Dimensions college will be established with the understanding that the new college will continue to be as self-supporting as possible by securing funding from sources other than state appropriations and local property taxes.

CHAPTER V

NEW DIMENSIONS IN PROGRAMS

Chapter III described the current District-wide programs and Chapter IV outlined a general organizational structure for the New Dimensions college. The present chapter provides a structure into which the existing programs could be incorporated within the new college and describes the programs that might be developed in the future.

The primary question to be answered here is what kind of operating units would be most meaningful for a new non-traditional college? The programs in existing colleges are generally organized according to subject matter, with a separate unit devoted to community services. But for the organization of the new college, the clienteles to be served and the basic methods of serving them are more significant than the subject matter. Considering these factors, the Commission is recommending that the programs of the new college should be arranged in four institutes:

1. Institute for Overseas Programs
2. Institute for Individual Programs
3. Institute for Cooperative Programs
4. Institute for Community Programs

These institutes should be thought of as administrative rather than educational necessities. While an internal organization is essential for the programs of the college to have form and structure, the boundaries separating institutes must be understood as being thin. They should be thought of as interpenetrable membranes that would permit a great deal of exchange and sharing. While one institute has been designed to operate "cooperative programs," this does not imply that cooperative approaches will not be used by the other institutes. In the case of ITV, a significant amount of cooperation with other institutions has already been achieved through the Southern California Consortium for Community College Television. Still, the basic purpose of the institute offering ITV is to work with and serve the individual student. On the other hand, the Institute for Cooperative Programs has as its primary responsibility working with groups and organizations to provide the programs that

will serve their respective members or employees. By the same token, the Overseas Program serves a clientele that is outside the United States, but these programs combine the cooperative aspect of a contractual relationship with the Armed Forces together with the individual dimension of serving the student who is in the Armed Forces. Certainly, the community programs will often be cooperative in nature and are designed to serve the individuals within the community. But, for convenience, the titles of the institutes have been chosen to characterize the essential nature of the programs for which each is responsible. (See Figure 8.)

Institute for Overseas Programs

The current Overseas Program, which was initiated in 1972 to meet the educational needs of military personnel through career certificate and associate degree programs, would serve as the core of this institute. Also to be included would be other programs which are offered outside the physical boundaries of the Los Angeles Community College District, whether they are directed toward military personnel or civilians. By design and organization, this institute answers one of the major New Dimensions challenges: to specialize in programs which, for one reason or another, are not practical for individual colleges to carry out.

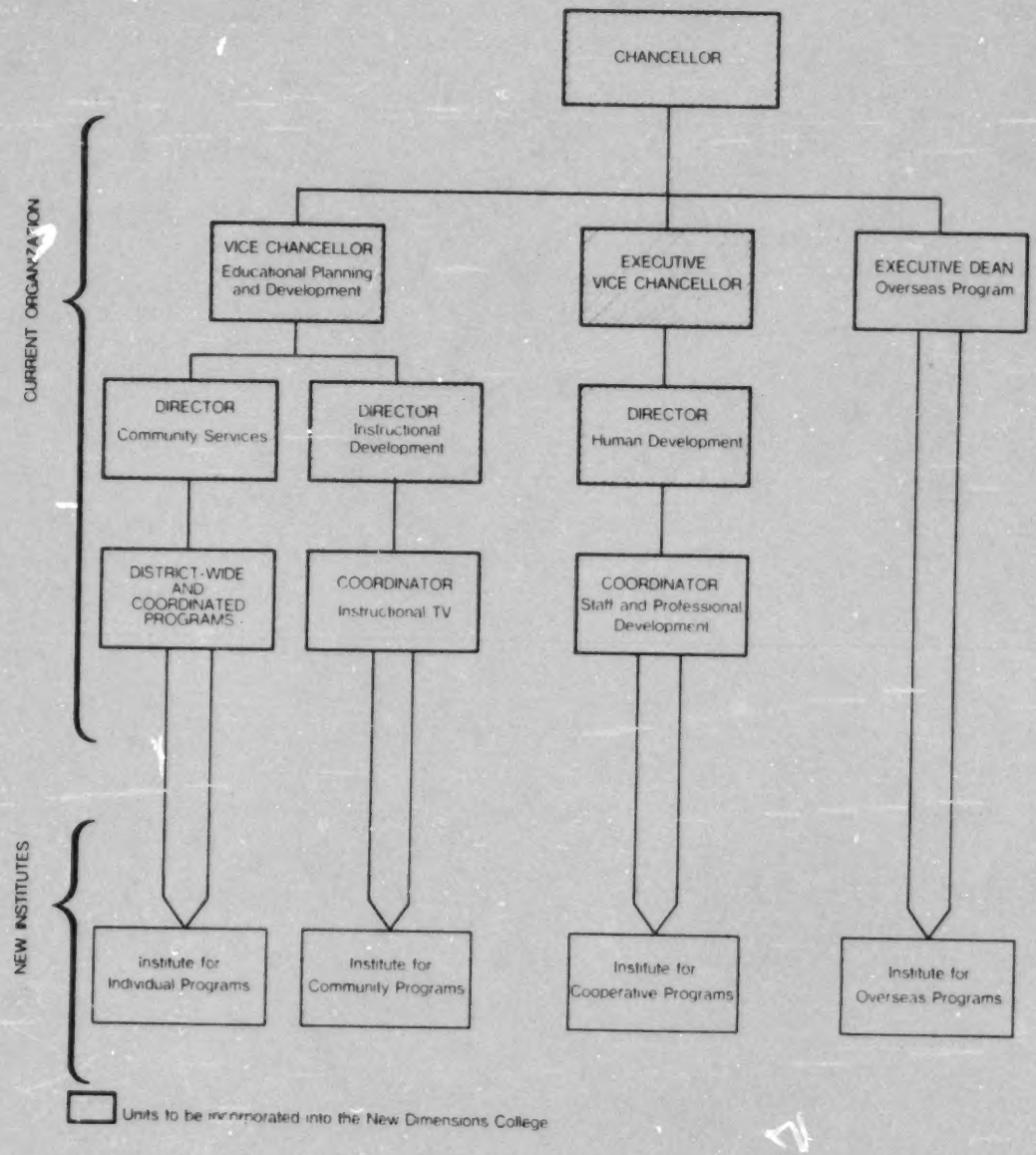
Future Direction for the Institute

The program is expected to expand and to expand significantly. Enrollments in the final term during the last five years increased from 439 to 5,294; enrollees have almost doubled each year. Locations have also increased from seven in 1971-72 to 49 in 1974-75; and classes have gone from 28 to 397 in the same period of time. Plans have already been completed for classes in Iceland and at three Strategic Air Command bases within the United States, to begin in 1975-76. The popularity and exceptional growth of the program in the past strongly indicate that its future will include increased numbers of student enrollments and, therefore, increased needs for personnel, faciltiies, and services.

The program is also expanding geographically. Heretofore, it has concentrated ciasses in the Far East. Iceland and the SAC bases will increase its scope, and long-range plans include the possibility of establishing other programs in Europe. With this expansion, the Overseas operation is beginning to develop non-traditional instructional modes.

Figure 8

Current Programs That Would Be Incorporated Into the New Dimensions College



The future may also require changes in organizational structure which take into account increased size and complexity of the program; the new posture with respect to the Foundation for Educational Services; the need for enhanced leadership; and the need for a more workable fiscal arrangement.

The Overseas Program has the potential to become the leader for in-service training and related opportunities in Southern California for personnel involved in military education. Finally, the Overseas Program can become the instigator or the vehicle for developing civilian overseas programs, campuses afloat, and other innovative approaches to delivering community college education beyond the District's boundaries.

RECOMMENDATION FOUR: To provide credit courses and other educational programs for military personnel and civilians overseas and in other locations outside the Los Angeles Community College District, the Commission recommends the creation of the Institute for Overseas Programs as one of the operating units of the New Dimensions college, incorporating the current Overseas Program into this institute.

Institute for Individual Programs

Studies clearly show that the rate of supply (as represented by enrollment and attendance in conventional colleges) for higher education does not meet the demand (as represented by the needs of citizens entitled to participate in the educational process). This disparity is clear even when the expressed needs of respondents are considered and no attempt to estimate the extent of unexpressed needs is made.

There are two large population groups in the Los Angeles Community College District which are not now being served. The larger group is made up of those who would attend a campus or outreach class if they lived close enough. The second comprises those who for various reasons could not attend campus or outreach classes regardless of proximity.

The first of these groups represents the difference between comparatively high percentages of population who attend nearby classes and the comparatively low percentage of the population who attend from neighborhoods at some distance from the campuses and outreach facilities.

Included in the second group are persons who, for various reasons, cannot join with others at campuses or outreach locations. They cannot attend as part of a group. The inhibiting causes include:

1. Family or work obligations which preclude their attendance at classes.

2. Work schedules which change regularly or irregularly, precluding consistent attendance at a particular class time.

3. Economic or time limitations which prohibit adding another commute to their schedules or budget.

4. Restriction to a given location--rest home, hospital, prison, household, retirement home--at which it is not feasible nor financially justifiable to offer courses.

5. Engagement in activities which restrict physical presence but do not render them in any other way unable to receive and act on information.

6. Psychological inhibitions to group attendance for a variety of reasons.

7. Unawareness of the opportunities available.

These groups ought not to be ignored; they have a right to participation at the same level as those now being served. The education they need is exactly the kind that would help them in breaking the barriers which not only inhibit them from participating in the educational area, but which also inhibit them from participating in the mainstream of their community.

Education technology now exists which can provide individualized instruction to these persons where they are at a reasonable cost and with an acceptable degree of educational effectiveness. The new technology is widespread and includes television, radio, film, print media used in new ways, and recordings both visual and aural. In short, all the factors of a modern communication system can be brought to bear on the problem.

Need for Individual Instruction Programs

Individual instruction is an efficient method to close the existing gap between demand and supply in the educational marketplace. This kind of instruction has the capability to reach new clientele, to utilize non-traditional modes, and to allow the individual to determine his own point

of entry. It takes into consideration the learner's previous experiences, which may or may not be limited to formal education.

The purposes and needs of the unserved population also lend themselves to individualized instruction. Major needs include updating occupational skills and training for new jobs in a rapidly changing labor market. Education for intellectual stimulation and personal fulfillment is a higher priority among these underserved potential students. Early retirement and longer lifespans have increased the clientele who seek further learning. Recent studies have shown that almost one-half of our population is underprepared to cope with basic life problems. These persons require guidance and counseling, testing and referral, and evaluation of past records and non-academic achievements. Individual programs may best serve the particular needs of this group.

Barriers to Individual Instruction Programs

Two significant barriers, one financial and the other pscyhological, have reduced the effectiveness of individualized instruction in the past. An effective one-to-one relationship between public instructor and individual student cannot be maintained on any large, financially practical scale. On the other hand, financial restrictions do not necessitate that the teacher-student relationships are ineffective or become practically non-existent.

The other barrier is the natural tendency to think of people in a group rather than as individuals. This tendency is surely efficient to meet common needs, but it is sometimes self-defeating to ignore individual needs and capabilities which do not extend to a whole group. This even occurs in individualized instruction; here the effect is to assume that since the students cannot come together in any regular and consistent way, then they cannot get together at all.

The effect of these two barriers has been to ignore individualized instruction as too expensive or to seek to accomplish it only through mass media, without instructor-student contact, on the false assumption that no middle ground is possible.

Ways exist to overcome these barriers: Student contact can be encouraged by using the telephone for in-bound communications as well as for information dissemination; phone-in sessions on local radio stations could serve as immediate follow-up to instructional television presentations; those able to report to existing group education locations at varying hours could utilize those facilities on an irregular basis for review; seminars conducted on a weekly basis at varying times of the

day in varying locations would serve to provide additional contacts between student and instructor and among students themselves; and course leaders could exchange and update materials which could be left at the location for use by yet other students.

Where the locations of these activities are part of the operation of one of the nine District colleges (for example, the learning centers of those colleges or their outreach locations), contact can be used as a recruiting opportunity for regular attendance, thereby serving as a bridge between New Dimensions and the nine colleges.

Electronic Educational Media

Radio, television (broadcast and cable), facsimile, holography--all provide an endless opportunity for the immediate distribution of learning. Add to these the extensive possibilities for recording and review by open-reel and cassette tape, film and disc, with both audio and video application. The medium is indeed massive.

In our enthusiasm for the novel and the current, judgments have to be made carefully, for some broadcast methods are not successful with some instructional coursework. In our enthusiasm to conserve the traditional and the proven, judgments have to be made carefully, for some instructional coursework is more effectively presented over broadcast media than in the mass lecture. Furthermore, many people learn best through the use of combinations of the traditional and the non-traditional.

Extreme care must be taken to preserve the high quality of instruction and evaluation, the values of direct instructor-student contact, the tailoring of course content to individual needs--all of which are the hallmarks of the best in public education.

Whatever choices are made, they must be made in concert with the available resource faculty of the District. LACCD is privileged to be able to call upon a large group of faculty members interested in both traditional and non-traditional education methods, and who are capable of effectively designing both.

The Commission envisions the continuation of the new cooperative systems approach to electronic broadcast media. This system should be mandatory in its application to credit coursework and helpful in the development of non-credit applications. The heart of the system is a broadly based committee drawn from representatives of the discipline at the colleges. These experts serve as a group to ensure the maintenance of high content standards, effective methodologies and constructive evaluation procedures.

Recently modified by the introduction of an ITV committee system, the development of coursework, selection of instructors-of-record, implementation of learning processes and evaluation practices, the District ITV unit should continue to receive the closest scrutiny with an eye to utilizing the most effective parts of the system in other applications as well.

Correspondence Courses

No correspondence courses are offered by this District at the present time; however, this method of instruction is used extensively by universities and the U.S. Armed Forces, as well as many proprietary schools.

Correspondence courses are best utilized where the subject area is covered mostly, if not entirely, by (1) problem solving or (2) research and term reports. Some introductory courses in a discipline could be successfully completed by correspondence. Because the pupil would not work directly with the teacher, the lessons and examinations presented and the evaluation of achievement must be carefully designed.

Courses by Newspaper

Education by newspaper, like education by commercial radio and television, has had mixed success in the past. Unlike the commercial television station, the newspaper publisher has no legal obligation to provide space as a public service. However, the wide circulation and semi-permanence of the print medium is appealing and useful, as are the low cost and use of available facilities to reach a vast population.

Newspaper courses can be made college-level and the supplemental materials are available, so it is up to the coordinating instructor to see that the requirements are commensurate with present academic standards. In a credit course, the newspaper article would represent a very small segment of the total required materials.

The value of the newspaper in such a course is to motivate people to enroll in that course, and in other courses on campus, or to participate in such programs as the American Issues Forum now being conducted over radio and in auditoriums throughout the nation. Students enrolled in the newspaper course can obtain materials with greater certainty than can students who take courses by radio and television. When a program by audio transmission is missed, it is lost; a news article is easily secured and can be reviewed many times.

RECOMMENDATION FIVE: To provide educational programs to those individuals within the District for whom attendance at one of the existing colleges is impossible or inconvenient, the Commission recommends the creation of the Institute for Individual Programs as one of the operating units of the New Dimensions college, incorporating the current Instructional Television and Educational Telephone Network programs into this institute.

Institute for Cooperative Programs

This institute will develop programs cooperatively with outside agencies, corporations, firms and occupational and professional organizations which have a need for educational and other services that can be provided by an element of the District. It will provide a single point at which any external group having such needs can make contact with the full resources of all the colleges of the District, not only the New Dimensions college. In this sense it will provide a brokerage service, a method of operation already utilized by the Government Education Center. But its programs will be much broader in that they will not be limited to the public sector of the community, but will include the private and professional as well. Often these arrangements will be of a contractual nature, with the contracting agency funding the costs of the services to be provided. At other times, the programs will be cooperatively planned and organized but will result in the employees or members of the outside firm or organization participating in existing classes at the colleges or in the establishment of special outreach programs operated either by the existing colleges or, when necessary, by the New Dimensions college itself.

In addition, the Institute for Cooperative Programs will work with the colleges and District offices to develop in-service training programs for both certificated and classified staff. These programs will be planned cooperatively and will call on the resources of the colleges, the District offices, other postsecondary institutions and the community at large to implement them.

Continuing Professional Education

Society will no longer tolerate professionals and paraprofessionals who do not strive to keep abreast of current advancements in science,

technology, management, etc. In many occupations, proof of competency is now required; and this practice is expected to expand. One prime example is health services, where the situation is essentially a two-way street: nurses and health care paraprofessionals need expanded opportunities for lifelong learning, and the faculties involved in health care courses need mechanisms through which to update their knowledge and teaching skills.

Professional organizations, the California State Legislature, and other groups have listed a wide variety of activities acceptable as evidence of continuing education. The Los Angeles Community College District, with its extensive health care service programs and other instructional programs and opportunities afforded by the New Dimensions, is in a position to provide several continuing education programs.

For the faculty, these could include:

1. Organization of a Science Faculty Continuing Education Advisory Committee.

2. Conducting a needs assessment to determine areas of deficiencies.

3. Development of a five-year continuing education proposal package (using media).

4. Development of a system by which the package could be offered to other districts in California.

For health care services personnel, the projects could include:

1. Development of a program to grant continuing education credit.

2. Working out a clear definition of continuing education unit (CEU) so that value proportional to content, time and importance is assigned.

All of these projects would require a cooperative effort, particularly with such groups as the American Medical Association, the American Dental Association, the American Medical Records Association, the American Registry of Respiratory Therapists, etc. Thus, this institute would be particularly suitable for dealing with this vital question of continuing education in health care services, which has here served as one example studied by the Commission. It is, of course, not the only area concerned with continuing education, and others would include human services, teaching services, business services, technological services, computer services--or any area where the effectiveness of the employee relies on a continuing updating of knowledge.

Another area in the Institute for Cooperative Programs would be new opportunities for the vocational student and graduate. For example, new courses may be arranged at locations where equipment and facilities are available. These could include factories, hospitals, studios, plants, computer centers, businesses, or other institutions which can be used for educational purposes. A cooperative arrangement between the colleges and the off-campus resources would be effected for mutual benefit.

A "Coordinating Vocational Education Bureau" might be established within the institute. Primarily, it would serve to promote and supervise training in appropriate trades and occupations. Some of the bureau's specific tasks and objectives could include:

1. To develop, expand, and coordinate community resources relative to vocational education on a District-wide basis.

2. To coordinate efforts with other vocational/industrial education efforts in the community, thereby avoiding duplication.

3. To direct the use of outside resources on a wider scale.

4. To maintain a broadly based information delivery system that would utilize all media.

5. To develop specific instructional objectives for vocational education District-wide.

6. To experiment with new instructional delivery systems for vocational education.

7. To develop means for continuous coordination with the metropolitan business and industrial communities.

8. To improve the working relationships among all the District's college personnel involved in vocational education.

Cooperative Programs for Government and Industry

With some necessary changes, the Government Education Center should become a component of the New Dimensions structure, within the Institute for Cooperative Programs. In spite of its uncertain funding and understaffing, the GEC has made significant progress, and it has already laid the foundation for a vital function. Through the auspices of the GEC, programs are being offered and liaison among participating organizations is continuing. Its future, however, depends on a more reliable funding base--and a more permanent structure.

Where LACCD has jurisdiction, it should operate its own programs through the Institute for Cooperative Programs. In addition, the District should consider participation in the establishment of a non-profit foundation which might be called the Foundation for Government and Industry Education Alliance. This foundation and the institute would continue to cooperate closely on programs and plans for expansion.

The goals and purposes of the cooperative programs for government and industry would include the following:

1. To attract students whose schools may be unable to meet their specific educational and learning needs.

2. To help develop innovative instructional approaches.

3. To coordinate interinstitutional responses to governmental and industrial needs.

4. To assure effective use of existing resources.

The institute would develop programs, but the college campuses would operate them whenever possible. Appropriate advisory committees would be formed which would include faculty from all colleges and representatives from government and industry. The institute would bring to campuses federal, state, county, and city employees who would benefit from the programs. It would also serve areas within the District which, for various reasons, could not be served by one of the nine colleges. (Mobile units might be used to reach these unserved segments.) The institute would also sponsor or hold career development conferences and other in-service training programs.

Private industry and units of government--by using the Foundation of Government and Industry Alliance--would help finance various operations through contributions and contractual agreements.

Whatever new moves are made in the future, the District should continue to support the GEC and to provide leadership and resources to assure that these services are continued for the benefit of all who wish to participate.

District Staff and Professional Development

Currently, the American Association of Community and Junior Colleges is assisting in the formation of regional centers for the training and development of community college staff and instructors. As recently reported in the Chronicle of Higher Education ("The Search for Skilled Teachers," September 29, 1975), the prototype for this program is being sponsored by the Dallas County and Tarrant County Community College

Districts. This center provides in-service training and regular graduate programs. Staff members find it easier to get to the center, and programs there appear to be more appropriate and closer to their needs. Courses include the philosophy of community college education, financing and budgeting, vocational instruction, and English. They are taught by both university professors and staff from the districts' own colleges. The center also sponsors two- and three-day workshops and retreats.

The possibilities for staff and professional development are many and varied. Dr. Terry O'Banion, in his chapter in Toward A Professional Faculty (1973), lists the following as the major types of in-service training for community colleges:

Summer and year-long institutes
Short-term workshops
Staff retreats
In-house continuing seminars
Encounter groups
Conventions and professional meetings
Packaged programs
Apprenticeships
Professional readings

Added to his list might be such activities as one-event lectures, short courses, year-long internships, and orientation programs. Staff and professional development categories are also determined by the special needs of such employees as women, minorities, the handicapped, new and older workers, those with health problems and CETA personnel.

As previously discussed, the District program of Instructional Development Grants was assessed by a team of outside evaluators. Their conclusions and recommendations were considered by the Commission in terms of the future involvement of the Institute for Cooperative Programs in staff and professional development. Although judged successful on the whole, the program was criticized for its lack of visibility. As the evaluators stated in their report, An Evaluation of the 1973-74 Instructional Development Grant Program (1975, p. 12), "Many of the projects have District-wide potential and yet are not known by faculty on other campuses." The means they suggest to increase visibility include topical workshops for District-wide faculty participation, a showcase conference, smaller hands-on workshops, and a resource book describing the projects funded by the program.

The team also suggests that greater and more systematic attention be given to comprehensive faculty development, including District-sponsored workshops and training and more opportunities for faculty to examine their roles and relationships with students and with each other.

In conclusion, the evaluators argue (p. 15):

> "We feel that a program of this type [comprehensive faculty development] which would incorporate and blend innovation, change and faculty development is essential if the district is to continue to remain viable and responsive to its students' learning needs. A coordinated and systematic effort for creative change and renewal has been initiated through the IDG program. That momentum must be continued and expanded."

The Office of Human Development survey on District-wide staff and professional needs and interests was mentioned earlier. All regular classified, certificated, and administrative staff in the District were sent questionnaires, and a summary of the findings is presented here:

Classified: The greatest number of responses (72.7%) expressed high interest in new job skills for upward mobility. The second greatest number (60.5%) favored strengthening their present job skills.

Of those responding, 74.1% wanted programs during working hours, but not during lunch.

Faculty: The greatest number of responses (51.3%) expressed high interest in programs relating to the content of their respective disciplines. The second greatest number (47.6%) favored methods of teaching their disciplines; 39.9% had high interest in non-traditional teaching methods; and 24.2% in preparation for supervision and management.

Of those responding, 58.6% preferred programs offered after class from 2 to 6 p.m.

Sixty-eight individual responses centered on the need for courses on multi-media development and programmed instruction.

Administrators: The greatest number of responses (64.4%) expressed high interest in programs that strengthen present job skills. The second greatest (55.8%) favored community college management and supervision; and 51.9% expressed high interest in advanced topics in management and administration.

Of those responding, 78.8% preferred programs during working hours, but not during lunch.

Topics receiving high interest rankings were effecting changes, decision-making theory, human relations, evaluating instruction and systems approach to instruction.

The Office of Human Development is developing a plan for District-wide professional and staff development. Generally stated, the goals are to assist employees to become more effective and to achieve increased job satisfaction. The projected cost of programs from September, 1975, through June, 1976, is $130,000; the bulk of this ($100,000) is for an administrative interne program. The plan utilizes three groupings of personnel: management/administrative, professional/certificated, and classified. It also identifies six special target groups: new employees, women, minorities, handicapped, special-need employees, and CETA personnel. Programs sponsored for the coming year are divided into seven categories:

Professional: Lecture series, colloquia for faculty; seminars for student support staffs, counselors and special program personnel; short courses. Estimated cost: $9,000

Management: Administrative interne program; special programs for three management levels, specialized groups, and development officers. Estimated cost: $116,700

Technical: District-wide programs in OSHA training, technical writing, and inventory management; new equipment orientation; tuition reimbursement plan. Estimated cost: $1,000

Trades: Programs for cafeteria managers, new equipment orientation, metric system seminars, preparation for examinations, tuition reimbursement plan. Estimated cost: $400

Clerical: District-wide programs on such topics as: role of administrative support, communication skills, effective use of time, report and letter writing, telephone usage, tuition reimbursement plan. Estimated cost: $1,150

General: Activities concerned with improving writing skills, interpersonal communications, and management of time. Estimated cost: $500

Special Groups: New employee orientation; human awareness programs; activities directed toward women, minorities and the handicapped; EEO awareness; employee career counseling; dealing with stress and alcoholism.

The Commission is recommending that the Institute for Cooperative Programs should assume the responsibility for District-wide staff and professional development programs. These would be developed cooperatively

with the colleges and the District offices. While more detailed planning is required for this area of the operations of the institute, it is assumed that these programs would build on the planning already completed by the Office of Human Development and would provide the same broad coverage for the benefit of the District employees. The institute should be staffed and budgeted so that it performs the functions of planning, coordinating and evaluating a comprehensive program of staff and professional development. In this way, it will fulfill the recommendations of the Instructional Development Grant evaluators by increasing District-wide visibility and moving toward a faculty/staff development programs that includes renewal conferences, practical experience, and opportunities for faculty to examine their roles and relationships with students and with each other.

RECOMMENDATION SIX: To provide programs that will be developed cooperatively with external agencies, corporations, and professional organizations, as well as cooperatively with the other colleges of the District, the Commission recommends the creation of the Institute for Cooperative Programs as one of the operating units of the New Dimensions college, incorporating the current Staff and Professional Development Unit of the Office of Human Development into this institute.

Institute for Community Programs

The Institute for Community Programs is envisioned as a central service for the Los Angeles Community College District, not as a central authority. This unit would be responsible for active, continuous, and responsive liaison among all the campus offices of community services.

A management-resource responsibility of the institute would be the continuous liaison with appropriate public and private agencies not part of the District, and the coordinated articulation with these agencies (e.g., Parks and Recreation, Valley Arts Council, Office of Aging) for the optimum use of combined resources, either in specific geographic areas or on a District-wide basis.

Proposed functions of this institute include:

1. Coordinating District-wide community services programming in order to avoid unnecessary duplication of effort.

2. Providing major cultural events on a metropolitan-wide basis.

3. Delivering non-credit educational programming community members require at sites where the learners are.

4. Developing and implementing innovative District-wide community services delivery systems utilizing television, radio and newspapers.

5. Serving as a resource for industry and professional groups, such as life underwriters, accountants, private security personnel; arranging workshops and seminars and providing certification for re-licensing.

6. Organizing special programs including non-credit vocational/ professional courses and small business courses to increase the earning power or employment potential of special needs groups.

7. Providing support services for program implementation utilizing current campus facilities.

8. Establishing a District-wide speakers bureau.

9. Compiling a directory of District features and services available to the community, such as the L.A. Pierce College Braille Trail, the L.A. Valley College Planetarium, the L.A. City College Health Fair, etc.

The institute would be the exemplar of inter-agency and intra-District coordination and articulation. There is envisioned a continuous flow of programs from college to college and from college to community at large. District-originated programs may find their way to campuses, or may be presented directly to the Greater Los Angeles community. Continuous evaluation of programs by college, District, and other agency personnel would result in optimal programs through optimal use of resources.

RECOMMENDATION SEVEN: To provide District-wide community programs and to coordinate certain inter-college community services programs, the Commission recommends the creation of the Institute for Community Programs as an operating unit of the New Dimensions college, incorporating current District-wide and inter-college community services programs into this institute.

Accreditation for the New Dimensions College

The Commission has recommended the establishment of a new fully accredited, degree-granting institution. Because accreditation is directly related to the new programs to be developed by the four institutes, as well as existing programs, the discussion of this subject was delayed until the plans for the institutes had been described.

Much of the criticism and concern that has been expressed to the Commission by faculty members has been directed at this aspect of the New Dimensions plan. Why should the New Dimensions college award its own credits and grant its own degrees? Why should not the degrees and credits continue to be given through existing colleges?

As pointed out in Chapter IV, the organizations which have been developed to offer external credit course programs generally have been separate, accredited institutions. This is true of the Open University in Great Britain, the Empire State College of the State of New York, the Thomas A. Edison College in New Jersey, and the Consortium of the California State University and Colleges. The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges has indicated that no community college in the Western region has yet applied for accreditation of a non-traditional, community college without walls.

A policy statement on "Accreditation and Non-Traditional Study," in the WASC Accrediting Commission for Community and Junior Colleges' Organization of Accreditation and Policy Statements, deals with the subject as follows (1975, p. 45):

> Accreditation procedures for non-traditional programs should encourage innovative and imaginative approaches to providing quality education whether in new institutions or in those already accredited....The commissions believe that, at this

> early stage in the development of non-traditional degree programs, the principles, policies, and procedures specified for accreditation must be flexible and of an interim nature. (See Appendix J for the full statement.)

It should be pointed out that the New Dimensions college will not necessarily be the first non-traditional community college to apply for candidacy for accreditation with the WASC. The Peralta College for Non-Traditional Study is well along in its planning and has appointed a new president who took office in December, 1975. Peralta's new college and LACCD's New Dimensions college may both be going through the accrediting process at the same time, so that the WASC would have the opportunity to evaluate two such institutions simultaneously.

Accreditation is defined in the WASC Accrediting Commissions' Handbook of Accredition as follows (1975, p. x):

> Accreditation is a voluntary process involving an association of schools and colleges to encourage high standards of educational opportunity for all students. Accrediation indicates that the accrediting commission judges that the institution offers its students on a satisfactory level the educational opportunities implied in its objectives.

The questions being raised by the faculty are basic to the whole idea of a credit-granting institution. The answers to these questions come as close an anything in this report to explain the fundamental concept that is embodied in it. What is being recommended is not only the amalgamation of programs that already exist. It is not only a mechanism for the planning, implementing and servicing of programs to be developed in the future. What is being proposed is a new college that will serve a new clientele in new ways.

One problem that anyone can be expected to have in encountering the ideas and proposals in this report is to comprehend what the new institution can become. The New Dimensions college must have the opportunity and the obligation to develop quality educational programs for the students it is designed to serve in ways that these students can avail themselves of these programs. It must be charged with the responsibility to develop educational programs comparable to those of the other LACCD colleges and the colleges throughout the Western region. It should not be allowed to rely indefinitely on other District colleges and their accreditations. By the same token, it is neither administratively nor educationally sound for the faculties and administrations of other colleges to continue to award the credit (and provide the benefits of their own accreditation) for programs that are not directly under their administration and control.

Perhaps rather than asking the question of why should the New Dimensions college have its own accreditation, the more pertinent question is why should the New Dimensions programs be allowed to continue to rely on the accreditation of the other colleges?

Certainly when new programs are in a fledgling stage of development, it is necessary and proper for them to get their start by a cooperative agreement with an existing and accredited institution. This is one of the advantages of a multi-college system such as the Los Angeles Community College District. But when programs have grown to the magnitude of the Overseas Program and Instructional Television (without considering the other programs to be developed within the Institutes for Individual and Cooperative Programs), then it is time for these programs to prove themselves in the competitive world of credit-granting institutions. Considering the extent of the present New Dimensions programs, as well as the opportunities for further growth, it makes no more sense for the New Dimensions institution to be dependent on the accreditation of the other colleges than for Mission College to be dependent on the accreditations of Valley and Pierce Colleges.

The Commission sees the matter of accreditation not so much as a benefit to be bestowed on the New Dimensions institution as an obligation and a responsibility that it should be capable of bearing. This is perhaps the most challenging aspect of this whole new venture. What is being said to those who will accept responsibility for this new institution is this: the time has come when the New Dimensions programs can no longer remain under the protection of the District offices for their administration and services nor to rely upon the other colleges for their accreditation. The time has arrived when these programs should come out of this dependent status and learn to thrive and develop on their own.

The Overseas Program has developed so many courses that it can no longer rely on the credit-granting authority of City College alone, and the accreditation of Trade-Technical College will soon be required. As programs of the New Dimensions college develop, it is impossible to anticipate how many different colleges would be required to provide this accommodation.

The new college must find new ways to develop programs which will have the quality and substance that will entitle them to be accredited. This will have to be accomplished within the organizational structure specified for the new college: only a portion of the faculty will be premanent, the balance on temporary part-time or full-time assignments; the clienteles are new, thinly distributed within the District boundaries

and for thousands of miles beyond those boundaries; and the methods of instruction are varied and largely new, with only the limited experience of other institutions to guide their development. Regardless of all this, the requirements for accreditation are demanding: the college must grant credit for educational work that is in every way comparable in both extent and quality to those courses offered through the regular on-campus methods. To reiterate, accreditation for the New Dimensions college is not a benefit--it is a responsibility and an obligation.

RECOMMENDATION EIGHT: To encourage high standards of educational opportunity and quality and to provide students with programs that are fully accredited, the Commission recommends that the New Dimensions college should apply for candidate for accreditation status as soon as the new college is authorized by the Board of Trustees.

CHAPTER VI

NEW DIMENSIONS IN SERVICES

Chapter IV has demonstrated that the way in which the student, administrative, and media services for current District-wide programs are organized is even more complex and unwieldy than the way in which the District-wide programs themselves are organized. The present chapter will describe how a new college organization could provide extensive and well coordinated services for the students and programs of the New Dimensions. The Commission is recommending the establishment of three service units within the New Dimensions college, as follows:

1. Office of Student Services
2. Office of Administrative Services
3. Office of Media Services

These units would work closely with the four institutes to provide the necessary services for interested citizens throughout the District, as well as the students and the programs of the institutes.

Office of Student Services

Information and Counseling Services

The study of Postsecondary Alternatives discovered the following (pp. 56-57):

> Of all the needs for expanded postsecondary opportunities in California, the most critical is simply information about existing opportunities. Large numbers of people know that they want to study something, but they have no convenient way or no central location to find out the options available to them....Clearly, people must know about the services available to them in order to use them. Too often, those most in need lack the needed information.

As described in Chapter III, the LACCD is already involved in a cooperative pilot project with four other community college districts, the "Metropolitan Supermarket for Career Guidance." A grant has provided the funds for planning ways in which metropolitan community colleges can "use the supermarket concept for improving the delivery of career guidance." In addition, City College is providing on-site counceling services through its Mobile Advisement Center.

Building on these initial efforts, the New Dimensions college's Office of Student Services would provide a broad range of student information and referral services:

1. Information and limited counseling services would be available by telephone. The telephone number of the New Dimensions college would be listed in the directory as the general information number for the District, as well as in public service announcements, publications and with all referral agencies, so that citizens could call one number to secure information about all programs and services offered by the District. A complete file of courses, programs, and activities at all of the District's colleges (and possibly at other educational institutions) would be maintained so that questions could be answered immediately. For more detailed information, the caller would be referred to the specific individual or unit at the appropriate college. If possible, tie lines would be available so that the caller could be transferred.

2. This telephone service would also handle calls relating to the registration in the courses of the New Dimensions college, such as ITV, by answering questions, referring to the appropriate New Dimensions unit, taking names and addresses in order to send the necessary materials, and securing the information necessary to determine the effectiveness of promotional techniques. A tape recorder would record messages received after working hours so that requests for information could be answered promptly as soon as the offices were open.

3. Information about all of the programs of the District would be provided through displays and exhibits at career expositions, educational conferences and workshops, shopping centers and other locations where the public can be reached. This would include working with the Office of Media Services to design and construct the display equipment and produce publications and audio-visual presentations for these displays and exhibits.

4. To assure that, wherever possible, the information about educational opportunities would be disseminated, materials would be distributed, speeches and audio-visual presentations would be presented, and arrangements would be made for the displays and exhibits described above. All agencies and organizations that could possibly use such information would be involved. The employees of this office would be assigned regular routes to supply materials for distribution. Organizations would be contacted to promote speakers and presentations. The organizers of conferences, career fairs, etc., and the managers of shopping centers, major buildings, conference centers, etc., would be encouraged to utilize these displays and presentations at their locations and during programs and events.

5. Information, counseling, and referral services that are as complete as possible would be provided through trailers and mobile vans, as well as leased counseling facilities. The staff of these units would include specialist coordinators, responsible for having a thorough knowledge of the opportunities available in the District colleges and in the communities which each serves. These coordinators would also share their expertise on a regular and continuous basis with the institutes, and especially with the other staff of the Office of Student Services, on such matters as when an information center could be operated at fairs, conventions, and the like. The unit should provide licensed and credentialed staff, capable of giving comprehensive counseling, information, and advisement, as well as the necessary testing services.

Services to Students in New Dimensions Programs

With respect to support services, the California Administrative Code states (1973, Title V, Section 55335): "A student enrolled in [a coordinated instruction systems course] should have the same privileges on and off that campus as a student enrolled in any other course offered by that campus." The Commission interprets this to mean that students who are enrolled in the courses offered by the New Dimensions institutes should have the same services available to them as a student who is enrolled on one of the campuses of the District. This offers the Office of Student Services a great challenge: How can services, such as counseling, financial aid, veterans programs, student activities, etc., be provided to non-traditional students enrolled in the kinds of programs described in Chapter V? This should be the primary consideration in the planning for the student services of the new college.

An important area of student service is the admission, registration, credit evaluation and records functions of a college. While this is currently being provided by City College for both the ITV and Overseas Programs, the new Office of Student Services would have to develop the full capability to handle these procedures for all of the credit programs of the new college. This would not only be a matter of duplicating the kinds of services currently provided by the other colleges but would require the development of new ways to serve the non-traditional students and programs of the new college.

Certification of Experience

The Report of the Joint Committee of the Master Plan for Higher Education observed (1973, pp. 54, 56):

> There are many ways of acquiring knowledge and competencies besides attending college. It is wasteful of time and resources of individuals and the state to insist that persons who have acquired knowledge outside the classroom return to college to accumulate academic credit hours for a degree....There should be an agency which can evaluate their extra-mural learning, including work experience, and award a degree when the requisite knowledge is attained.

The Office of Student Services would work with the Institute for Individual Programs to develop methods by which to determine how knowledge and skills gained outside of formal instruction can be evaluated and the appropriate degree-credit awarded. The experience through which these were acquired may include paid or volunteer work, military service, community work, etc. Currently, such validation services are being performed by the New York College Proficiency Examination Program, the College-Level Examination Program (CLEP), the Office on Educational Credit of the American Council of Education, and the Cooperative Assessment of Experiential Learning (CAEL) project. The New Dimensions college would perform an important service for the residents of this District by establishing such an opportunity for receiving community-college-level credit. (For a full discussion of this subject, see Postsecondary Alternatives, pp. 101-109.)

With the increasing interest in the needs of citizens, expecially minority groups, for educational information, counseling and referral services, the Office of Student Services would generally operate these services in conjunction with other community colleges and universities throughout this region and special funding from the state and federal governments should be sought to support such services.

RECOMMENDATION NINE: To provide information and counseling to all those who inquire, to provide student services to students of the new college and to certify for credit experience gained outside formal education, the Commission recommends the creation of an Office of Student Services as a service unit of the New Dimensions college. Such services should be conducted, whenever possible, in cooperation with other post-secondary institutions and special funding for these services will be sought.

Office of Administrative Services

This office will combine the functions of research, planning, and special funding with the usual business services of a college, such as budgeting, accounting , facilities, payroll, and purchasing.

Planning and Research

The New Dimensions college would have a great need for information and data to assist in planning and organizing effective programs and services. Research would be conducted about potential clienteles and the programs to serve them, including demographic, needs, and evaluation studies. Questions which must be answered for the institutes and offices of the college are the following:

1. Who and where are the potential students?
2. What are their educational needs?
3. How can these needs be best served?
4. How can the potential clientele be most effectively reached to inform them of the availability of the programs?
5. How effective are the programs and services?
6. How can their effectiveness be improved?

Planning and research for the new college would be coordinated closely with the District Office of Educational Research and Analysis and the research personnel at other colleges. Whenever possible, the studies would be conducted jointly with these other units to provide the most accurate and complete data at the least possible cost.

The planning and research staff would also work closely with the other New Dimensions units and the permanent commission to determine the research needs and to assure that the information contributes to successful and efficient operations within the overall policies and planning for the New Dimensions college.

Special Funding

The nature of the programs to be offered by the New Dimensions college would provide both an exceptional need and an exceptional opportunity to secure special funding from private and governmental sources. Federal and State agencies are requiring greater coordination of programs between the various institutions that serve a metropolitan area. Private foundations are becoming increasingly interested in projects that provide for community education.

The special funding staff will need to seek out and to carefully determine the specific requirements of potential sources for foundation and government funding. This would be accomplished both actively and reactively: determining possible funding sources for the programs that the institutes plan to initiate, as well as identifying the program interests of funding agencies and foundations and working with the appropriate institutes to decide whether such funding opportunities are appropriate to the plans and priorities of the New Dimensions college.

Other Business Services

The Office of Administrative Services will have the responsibility to provide the regular business service functions required by any college. But as the experience of the colleges with outreach programs has shown, the logistical problems associated with widely separated locations are complicated and unforeseen because they are not the ones normally encountered on campuses. The selection of facilities and arranging for the lease or donation of space would be a major assignment for this office. Payroll and personnel procedures would need to be developed for the new ways of offering programs and services. A different approach to budgeting would be required for an institution that relies heavily on contract and special funding.

In summary, the Office of Administrative Services will need to develop new techniques for business services, just as the other units will be developing new approaches to their responsibilities.

RECOMMENDATION TEN: To provide the planning, research, special funding, and business services for the new college, the Commission recommends the creation of an Office of Administrative Services as one of the service units of the New Dimensions college.

Office of Media Services

The term "media" is often interpreted as meaning the new "electronic media," but as used here it refers to the full range of both print and electronic services. This office would provide editorial, graphic arts, media development and production management services. While such services are used by all the colleges, the nature of the programs and services of the New Dimensions college will require their utilization to an even greater extent.

Editorial Services

Regardless of how extensively visual communication is used, education will continue to rely on the written word--whether it is intended to be printed or spoken. The Office of Media Services would assist the other units of the New Dimensions college with the writing and editing of verbal communications. Information about programs would be provided through news releases, public service announcements for the broadcast media, publications, posters, display materials, etc. In addition, the Institutes of Overseas, Individual, and Cooperative Programs would develop considerable amounts of instructional materials in the form of outlines, syllabi, reprints and possibly even texts for the new approaches to education. The Institute for Community Programs would have a great need for publications in the form of promotional materials, programs for meetings and performances, and directories and other materials that guide users to the services of the colleges. Scripts would be written for audio-visual persentations and for the instructional and community use of radio and television.

Graphic Arts Services

Many of the above projects would rely not only on the verbal message, but would combine this with effective visual communications. A full range of design and illustration services would be required to present this information effectively and professionally. In addition, even when the message is essentially verbal, the skills of a graphic artist are required to design and write specifications for an attractive and useful publication.

Media Development Services

The programs of the New Dimensions college would require broad media development capabilities for film, video and audio production. In addition, media development carried out cooperatively with the other District colleges would be an important function.

At each of the colleges, instructors have developed media material designed for their specific classes and methods of delivery. Some groups on each campus have created libraries from which materials may be selected and organized for the participating instructors. Two factors have discouraged inter-campus exchange of these materials--inadequate funding for materials developed on one campus to be replicated on another and occasional overspecialization of materials.

The Commission envisions the development of materials as an integral part of the process of individualized instruction. The unique position of the New Dimensions educational entity would make it an ideal "inter-campus" development center, especially for individualized instructional materials with District-wide application.

The Office of Media Services would not serve to centralize instructional development at the expense of similar elements at the other colleges of the District. However, it would augment and support them, in its capacity as the designated laboratory for large-scale media development for District-wide application. This practice would be compatible with existing specialty designations (for example, the Instructional Media Committee has recommended the designation of various colleges as satellite centers for items of equipment vital to special programs at the college, but which are also used for other colleges because of the expense of attempting to duplicate expensive equipment items on each campus).

Opportunities would be provided for needs assessment, development of objectives and goals, research into the nature and motivation of learning, as well as for the actual development of instructional materials to become available for use at all colleges when preparation and evaluation are completed. The facility would augment and support similar efforts at the existing colleges. Where members of an individual college have created a body of materials designed primarily for use on that campus, this unit would extend facilities and opportunities to those members to adapt their materials for District-wide applications. The unit would also serve as a nexus for dissemination of materials prepared on the campuses of the District, both to the colleges and to other users.

Production Management Services

No matter how extensive the equipment and services of the Office of Media Services might become in the future, there would always be the need

to develop materials cooperatively with other institutions and, possibly, with commercial producers. In addition, it would not be practical for certain services, such as elaborate color printing and major television and film production, to be provided by the "in-house" production staff and facilities. But writing specifications and working with outside producers and other institutions is a process that requires considerable knowledge and experience. To assist with this, the Office of Media Services would provide production management services to the units of the New Dimensions college, as well as colleges that require such services.

RECOMMENDATION ELEVEN: To provide both print and electronic media services for the programs and services of the new college, as well as to provide specialized services to the other colleges for the production of instructional media, the Commission recommends the creation of an Office of Media Services as one of the service units of the New Dimensions college, incorporating the existing Media Development Center of the District Office of Instructional Development into this new office.

CHAPTER VII

FURTHER STUDY AND DETAILED PLANNING

While the point has been made previously, it is worth repeating, because it is central to the recommendations made in this chapter: this report does not attempt to provide final and complete answers to the questions that were assigned by the Chancellor to the Commission for its study and recommendations. The purpose of the present chapter is to compile the questions that still need to be answered and to make recommendations for further study and for detailed planning.

Needs Assessment

One of the greatest problems--and therefore one of the greatest strengths--of the current study is that it is the first time that the unmet educational needs of the total Los Angeles Community College District have received a systematic study. District-wide, long-range planning has been approached from the viewpoint of the individual colleges--not the District as a whole. Examples are the study of the North San Fernando Valley which led to the creation of Mission College, the study of Burbank by Valley College and the study of the Eagle Rock area by City College. The Commission has not been able to discover that the needs of the total District have ever been systematically explored. Some of the basic research mechanisms are in place. The Geosystems project developed by the Office of Educational Research and Analysis offers a good starting point for general research that is not related to the interests or requirements of a specific college. The map which appears on page 15 was developed through the data provided by the Geosystems. Certainly, this map is, as we have stated previously, only indicative. Much further analysis needs to be done before definitive educational conclusions can be drawn from the data. And such further analysis should be undertaken, using the fall, 1975, enrollment data which is now available.

Such a needs analysis should not be concerned only with the specific information that is required for the planning of a New Dimensions institution, but should be broader and more comprehensive in scope. The map seems to imply that within our District there is an educational heartland which centers on our college campuses. Generally, this primary service area--

serving greater than 2 percent of the population of census tracts--does not extend farther than three to five miles from the location of the colleges. Outside this limited zone there are great expanses of census tracts where less than 2 percent of the population is attending any of our colleges or their outreach locations. The conclusion might be drawn that no New Dimensions college, regardless of how extensive its programs and offerings, would be sufficient to serve these areas. Presumably this will be possible only if the present outreach locations are extended greatly, and some areas may require more extensive college "centers." Certainly, a great deal more analysis is necessary and should be undertaken in any District-wide needs assessment. The outcome will affect the planning of the existing nine colleges as well as the New Dimensions college, though it may be decided that in certain cases a District-wide coordinating and cooperative institution should develop these "centers," rather than any particular college.

The Commission recommends that a major research study should be undertaken. This study should combine both statistical analysis of the socio-economic data available through the U.S. Census Bureau as well as the enrollment and geographical data which provide information about our students and where they live as of fall, 1975--both of which can be combined and compared through the existing Geosystems. In addition, information on District residents who are not currently students should be gathered through the utilization of survey techniques.

Following are some of the aspects of such a District-wide needs assessment:

1. A complete study of the "current state of the art" should be made. What kinds of analyses and surveys are being utilized by other community college districts and other public educational institutions that serve an identified gergraphical area? The community colleges in Florida, for example, are mandated by state law to conduct needs assessments as a part of their planning process and should be able to share valuable experience.

2. Research projects such as that carried on by the Educational Testing Service at Berkeley for the California State Legislature should be studied to determine what information already exists. Especially pertinent are the detailed studies of Central Los Angeles and Chatsworth-Northridge, which were conducted by ETS. Information about these studies has already been requested by the Commission.

3. The study should be conducted as part of the total District-wide, long-range planning process, to determine what unmet needs exist throughout the District. Besides determining

the needs for credit courses, the study should include all of the kinds of services that are provided by our District colleges (including the New Dimensions college), such as information and referral services, community services programs, etc. Of course, an important element of such a study would be to provide information which will be helpful in determining which of the required programs and services could be best provided by the New Dimensions college.

4. A comparison study with the community college districts in Los Angeles County should be conducted to determine how effectively our own District residents are being served. When such districts are serving an appreciably higher percentage of their populations, a determination should be made of what socio-economic factors, as well as what educational service factors, are involved. For example, if District A is serving twice the percentage of the population that LACCD is serving, what are the reasons for this difference? Such a study might be carried out in conjunction with the research office of the County Superintendent of Schools.

5. An extensive study of the students currently enrolled in our District colleges should be made. It should be designed to answer questions such as: Why do students tend to live near the colleges (are they sufficiently mobile and is proximity to a college enough of a factor that our students move to a location near the college)? What other factors are significant, such as where parents live, where students work, etc? What are the socio-economic factors in census tracts that contribute a high percentage of students to LACCD colleges compared to those for tracts where a low percentage attend? What influence does transferring out of LACCD to neighboring districts have (for example, those census tracts which are near the Santa Monica District)?

6. Because the programs of the New Dimensions college will serve employers, institutions and professional and occupational groups, as well as individuals, some assessment of these needs should be made. The data gathered by the Government Education Center on the needs of governmental agencies can serve as a basis, but methods for determining the needs of non-governmental organizations will have to be developed.

RECOMMENDATION TWELVE: To provide further information on the needs and interests of the residents of the District and to determine how effectively this District is serving its population by comparison with appropriate districts, the Commission recommends that an extensive and detailed needs assessment of the Los Angeles Community College District should be undertaken.

Methodological Effectiveness

A constant source of faculty concern and criticism--and one closely related to the accreditation question--has been the validity and effectiveness of the various non-traditional methods of providing educational programs and services. Following are examples:

> A faculty member told of his experience teaching courses by conducted travel tours and of his interest in the District offering such courses, but he expressed complete opposition to teaching classes by telephone.
>
> An instructor, who is currently teaching sections of a course both in a classroom and by a telephone hookup to several locations, told of the problems of telephone instruction but said that its success depended on the teacher--and that telephone courses had some advantages over the classroom approach.

With the numerous examples of colleges using and continuing to use various methods of delivery, these new methods cannot be so easily discounted. No doubt certain courses lend themselves to certain techniques better than others, and some courses lend themselves to certain methods not at all. By now, colleges and universities have had a great deal of experience with these techniques, and this should be explored and utilized in the planning of the New Dimensions institutes. The question is a broad and continuing one and is not likely to be answered conclusively before, during, or after the establishment of a New Dimensions college; but the Commission would recommend that some extensive and detailed studies should be made about the effectiveness of the various techniques. It is easy enough to state categorically that a certain method of delivery does not work. It is a more involved assignment to determine who has been using the technique for which courses and what is the best way to utilize it in order to achieve maximum results. It is almost an educational truism that nearly any educational technique--even the tradition-honored lecture-discussion method--can fail when used by an instructor who is determined that it will

not work. The job of the New Dimensions college is to use methods that can and have succeeded elsewhere by instructors who are determined that they can work if properly applied and who are enthusiastic about achieving success with them.

RECOMMENDATION THIRTEEN: To determine which methods of delivering non-traditional educational programs and services for the new college will be most valid and effective and to learn how this can be achieved, the Commission recommends that a detailed study of methodological effectiveness should be undertaken that will assist with the development of the programs and services of the New Dimensions college.

Administration

The organization and budget recommendations included in Chapter IV are admittedly broad, general outlines. In order for a new college to begin operations on July 1, 1976, considerable detailed planning needs to be undertaken. As described in Chapter V, the institutes generally will not be entirely new organizational structures. Each of them, with the exception of the Institute for Community Programs, will have an already existing unit of the District offices which will serve as a core for the new institute. Still, this offers the problem of how these core units are to have their area of responsibility expanded and how they are to function within the new college framework so that what is created is a new, viable institution--not merely a composite of existing operations. In addition, the administration for the new college and the three service offices (with the exception of the Office of Media Services) will be entirely new. Following are the kinds of detailed management and budget planning that will be required.

1. For each of the recommended units, a detailed staffing and operations plan would be developed.

2. If new certificated and classified positions are to be established, class descriptions would be written and the necessary review and approval procedures followed.

3. A detailed budget would be developed in accordance with the District's budget procedure and schedule.

4. The facilities to house the new college, including the administrative and service center, would be planned and leased; and procedures and criteria would be developed for securing contributions of and leasing facilities for the programs of the college.

5. Because the New Dimensions college would be assuming some major responsibilities and, in certain cases, taking over whole units that are currently located in other organizations, the management and budget planning would also deal with the effects these changes will have on the other organizations.

RECOMMENDATION FOURTEEN: To provide more detailed plans for the establishment and operation of the new college and for the administrative units affected by the organizational changes, the Commission recommends that a detailed management and budget plan should be developed for the New Dimensions college.

Personnel

The most important element of any organization is people. The personnel studies and planning for the new college should include a determination of what human resources are already available within the District to plan and implement the programs and services of the new college, what methods of staffing and further professional development are required and what personnel policies and programs should be examined and evaluated because of the effect the new college will have on the District.

The Commission believes that the Los Angeles Community College District is particularly well endowed in human resources. This includes certificated personnel who are not only highly qualified and experienced with respect to traditional education but also those who have a wide range of experience in and knowledge of many forms of non-traditional programs and services. Abundant evidence of this fact was provided through the scores of applications received for the positions on the Commission on New Dimensions. Any New Dimensions institution for the District will rely heavily on this reservoir of knowledge and experience.

The Commission recommends that a systematic inventory or survey of the human resources that are available within the District should be conducted.

This inventory would include such information as education; experience in instruction, counseling, writing, speaking, performing, designing and preparing learning resource materials, and special projects and assignments; organization memberships and activities; talents and skills; and teaching, research, and speaking topics which are of interest.

In addition to providing information about the availability of instructors and counselors for part- and full-time assignments, this survey would serve as a basis for recruiting personnel for special projects, such as teaching non-credit courses, leading discussion groups, preparing educational materials, providing leadership for professional and staff development, speaking, performing for community programs, appearing on or being interviewed for the broadcast media, etc.

This is a project that would require careful planning and coordination so that it would provide the information that is needed. It should provide not only information about the faculty's capabilities but also some indication of the interest and willingness to apply these capabilities to the programs of the New Dimensions college.

In addition, in those areas where the faculty does not now possess sufficient background and experience, professional development programs would need to be planned to help develop the necessary skills and knowledge. In this way, the staff for the New Dimensions programs and services could be recruited from among existing certificated personnel to the extent that they would be interested in participating. Methods of recruiting and evaluating the faculty and staff for the new college would need to be developed.

Because the new college would require not only permanent full-time faculty but will also rely heavily on temporary full- and part-time instructors, counselors, and others, new personnel procedures and arrangements may need to be developed. For example, would faculty who are on assignment to the new institution be replaced by substitutes, or would there be enough fluidity in the District-wide personnel situation to allow voluntary temporary reassignments between colleges? While the basic principles regarding personnel have been stated in Chapter IV, this is a matter that will require further study and planning.

RECOMMENDATION FIFTEEN: To provide a qualified and effective faculty and staff for the new college without disruption of the programs at other colleges, the Commission recommends that a survey of human resources and a plan for staff selection and development for the New Dimensions college, as well as an examination and evaluation of current personnel policies and provisions, should be undertaken.

Community Participation

One important element which has been absent up to this point--not from consideration by the Commission but from active participation in the process--has been the community: the people for whom all of the planning was undertaken in the first place. As described in Chapter IV, the community is expected to play an active role in the work of the new college--providing prospective students; contributing facilities, materials, ideas and money; and serving on advisory committees. Perhaps the community should now be invited to participate in the decision-making and planning processes for the new college. Consideration should be given to the possibility of creating a citizens' advisory committee to review the recommendations of the Commission and to let their thoughts and proposals be heard. It would be especially valuable to have those groups represented which would be expected to participate in the programs of the New Dimensions college--representatives of government agencies, corporations and other private employers, professional and occupational groups, community agencies and services, libraries, unions, chambers of commerce, etc.

At the same time, further consideration should be given to the kind of organizational structure that should be developed to provide a continuing role for the community in the work of the new college.

RECOMMENDATION SIXTEEN: To provide for the participation of groups within the community in the planning of the new college, the Commission recommends that consideration should be given to the creation of a citizens' advisory committee, and further study should be given to the kind of on-going organization or organizations that will involve the community in the work and programs of the New Dimensions College

LACCD Faculty and Staff Participation

Several hundred copies of the Commission's "Summary Recommendations" were distributed to faculty members, employee organizations, and the District Academic Senate. Many meetings have been held to discuss the New Dimensions programs and services and the preliminary recommendations of the Commission. (See Appendix H.) Some faculty members have suggested that the Commission should not complete this report until further studies and more detailed planning could be completed, but the "Summary Recommendations" did not present a full and balanced picture of the study, thought, and deliberations--nor the

complete recommendations--of the Commission. The present report is the Commission's effort to provide this more complete presentation.

Still, the debate, the questioning, the participation by faculty and staff in the decision-making and planning processes should continue. The Commission has produced this report as one contribution to the dialogue. In order that the report can play this role, it should be printed in quantity and distributed widely. The Commission members encourage this exchange of views and hope to continue to have the opportunity to discuss the ideas and recommendations contained in this report with all elements of the District "family."

RECOMMENDATION SEVENTEEN: To provide for a full distribution of the ideas and recommendations of the Commission and to encourage and secure the reactions and suggestions of all elements of the District, the Commission recommends that this report should be published and made available to faculty, administration, staff, and members of the Board of Trustees.

CHAPTER VIII

IMPLEMENTATION

The preceding chapters support the following conclusions:

1. A large multi-community-college district serving a complex metropolitan area must provide educational programs on a highly cooperative and well coordinated district-wide basis as well as through separate colleges which must, by their essential nature, serve limited areas within that district.

2. The planning and implementation of such district-wide programs and services must be carried out on a well coordinated and highly cooperative basis through the establishment of a new collegiate institution.

The planning and implementation of a new organization, where there are few precendents elsewhere and none within our District, involve the ancient dilemma of the chicken and the egg--which comes first? Should all of the detailed study and planning for the new organization precede the decision on what kind of institution to have and exactly what organization will be most effective for it? Or should the basic decision--the creation of a new collegiate institution--be determined first, with the detailed research on and planning of its programs, services and organization to follow?

The Commission does not have the final answer to that question, recognizing that eventually these matters must be determined by the Chancellor and the Board of Trustees, not the Commission. But it does have an observation: the Chancellor and the Board of Trustees will never be able to make any decision about any new program or organizational structure if they wait until all of the studies are completed, until every aspect of the project is planned down to the finest detail. In observing this, the Commission does not suggest that all of the necessary planning for a New Dimensions college has yet been completed--indeed, six major recommendations for further study and detailed planning are included in the preceding chapter. But the present chapter is an attempt to show how planning and implementation can and should proceed at the same time. (See Figure 9.)

The recommendations for implementation contained in the present chapter are based on the following conclusions:

1. Neither organizational model one: "decentralized within the District offices" nor model two: "decentralized to the

Figure 9

Time Line for New Dimensions Studies

1975	June	General Study by Commission
	July	
	Aug.	
	Sept.	
	Oct.	
	Nov.	
	Dec.	
1976	Jan.	Report by Commission
	Feb.	Authorization of Detailed Studies
	Mar.	Detailed Studies
	April	
	May	
	June	
	July	Establishment of New Dimensions College

existing colleges" are acceptable or practical. They represent the present and the previous organizational structures.

2. By July 1, 1976, one or the other of the following organizational stuctures should be effected--model three: "centralized within the District offices," perhaps as an interim phase, leading to the eventual creation of a new college; or the recommended model: "a new college."

3. The further study and detailed planning recommended in Chapter VII should proceed immediately and can be used as a part of the process for deciding between model three and the recommended model. They can be considered as part of the implementation process for either of these two models.

The sections that follow describe the ways in which the further study and detailed planning can be carried out as a part of the implementation and decision-making processes. The first method would be to utilize the services of external consultants; the second would expand the staff of the present Commission, as well as to rely on the services of the District administration; the third would use the staff of the New Dimensions college after it has been created; and the fourth would combine these approaches.

External Consultants

The use of a group of consultants whose work was organized and coordinated by a single educational agency was the approach taken by the Joint Committee on Postsecondary Education of the California State Legislature "for studying and testing the feasibility of a university without walls in the state of California" (Postsecondary Alternatives, p. 2). The Joint Committee requested proposals for the study and from among those received selected the one from the Educational Testing Service (ETS) at Berkeley. The study was directed by a research psychologist on the staff of ETS, with the assistance of other staff members and a group of scholars who joined the research group as subcontractors. As demonstrated by the several references in this report to their study, Postsecondary Alternatives, the Commission has been most impressed with the way in which this research was conducted.

A similar approach might be used to test the need, design, and feasibility of a community-college-without-walls for the LACCD. The Commission could request proposals and several agencies, such as the ETS at Berkeley

and the Center for the Study of Community Colleges at UCLA, might have an interest in making proposals. The Commission and its staff would then work with the selected organization to conduct the studies and the detailed planning specified in Chapter VII.

Expanded Commission Staff

Another approach would be to expand the staff of the Commission and to draw heavily on the services and expertise of the District offices, especially the Division of Educational Planning and Development and the Division of Business Services. While this method might seem to be the obvious one to follow, it has some limitations and considerations that are not immediately apparent. For one thing, an objective evaluation is difficult to achieve by using this approach. For example, it is conceivable that a management or methodological study could develop information that is in some way critical of the way in which current programs have been conducted and would recommend a rather extensive reoganization of the units involved. Would the District Division of Educational Planning and Development be likely to arrive at such a conclusion? Or if the staff of the Commission came to such a conclusion, would they be accused of "having an ax to grind" in their evaluations of how other administrative units have functioned? (Of course, consultants must be selected carefully because they also can have "axes to grind.")

Additionally, the District offices and the staff to be added by the Commission may not have the necessary experience to provide some of the services. For example, public opinion surveying would probably have to be performed on a contract basis, regardless of the approach taken.

Another consideration with an "in-house" approach is cost savings, but these can be deceptive. The Commission found that its current staff, comprised of a director and a secretary, was able to provide basic logistical, editorial, and clerical services. Some research was conducted, primarily in the way of providing documentary sources and securing information from the units of the District offices, but staff time was not sufficient to do detailed and in-depth research and evaluation. The Commission would recommend that a minimum of three professional-level staff members would be required to assist with this study during the second semester, as follows:

1. One certificated staff member with extensive experience in non-traditional educational programs.

2. One certificated staff member with extensive experience in providing non-traditional student services.

3. One classified staff member with experience in management and budget planning for new projects.

Additional clerical and other staff assistance would be required as well.

Another often overlooked expense is the time which would be required for the staff members in Educational Planning and Development and Business Services to provide the necessary assistance.

New Dimensions College Staff

That this approach is even suggested is further commentary on the basic "chicken and the egg" problem. Surely no approach that could be selected would be less likely to produce an objective study. But the seeming weakness of this approach is also its greatest strength, because no plan, however sound and reasonable, is any better than those who are responsible for carrying it out. The more detailed the pre-planning is, the greater are the restrictions on those who must eventually being it to fruition. There is no one perfect plan for the LACCD New Dimensions institution. There are a multitude of possibilities, and the institituion that finally comes into being is going to be more dependent on the individuals who are chosen to provide its leadership, teach its courses, and staff its services than on all the detailed pre-planning that can ever be undertaken. The most that any perliminary plan can hope to achieve is to insure that the basic concept and the overall organizational structure are sound. After that, the personnel who are selected to work out the applications of that basic concept within the prescribed organizational structure will be the essential elements of the institution's destiny.

The Combination Approach

All three of the above methods to implement the New Dimensions institution--to carry out the necessary studies and planning--have strengths and weaknesses. The obvious answer is to combine the three: to rely on outside consultants for those studies and services which cannot be done most effectively by District personnel; to enlarge the Commission staff so that it can undertake, with the assistance of the District offices staff, a major portion of the basic research and planning that must be conducted before a new institution is initiated; and to leave to the faculty and administrators of the new institution those elements of the detailed planning that can be done best by the personnel who have the responsibility for the implementation of the New Dimensions programs and services.

RECOMMENDATION EIGHTEEN: To begin the implementation of the New Dimensions college, through the further studies and detailed planning already specified, the Commission recommends expanding the Commission staff, augmented through the utilization of external consultants for appropriate studies and plans, and leaving the final planning and study to the faculty, Commission and staff of the new college.

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APPLICATION
COMMISSION ON NEW DIMENSIONS
DEADLINE: JUNE 11, 1975

Return to: Office of Educational Planning and Development, Los Angeles Community College District, 2140 W. Olympic Blvd, Los Angeles, 90006

TODAY'S DATE _____

NAME (Miss, Mrs., Ms., Mr., Dr.) _____

CURRENT POSITION/TITLE _____

COLLEGE _____ PHONE/EXT. _____

RESIDENCE ADDRESS _____ CITY _____ PHONE _____

PLACE OF BIRTH _____ BIRTHDATE _____

EDUCATION:

Institution	Degree	Major	Date

EDUCATIONAL EXPERIENCE:

Dates	Position Title	Institution

OTHER RELEVANT OCCUPATIONAL EXPERIENCE:

_____

_____

_____

EXPERIENCE WITH INNOVATIVE PROGRAMS IN INSTRUCTION, COUNSELING, LEARNING RESOURCES, COMMUNITY SERVICES, ETC.:

_____

_____

_____

_____

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(See reverse side for description of Commission and selection criteria.)

Appendix A

APPLICATION
COMMISSION ON NEW DIMENSIONS
DEADLINE: JUNE 11, 1975

Certificated employees on the preparation salary schedule may apply for membership on the Los Angeles Community College District Commission on New Dimensions.

THE COMMISSION

The Commission will operate on the basis of a study commission. Its responsibilities are to study and make recommendations on the following:

1. What are the current non-traditional programs and services provided by the colleges and the District offices?

2. What educational programs and services do the residents of our District need which we are not currently providing and which are appropriate and feasible for us to provide?

3. What are the programs and services that are being provided by other community college districts and educational institutions that can serve as models and examples--good or bad--for our planning?

4. What programs and services should we be offering and what organizational structure will be most effective for our District in providing these additional educational programs and services?

The first responsibility of the Commission will be to plan and organize its work, through the use of task forces to study and make tentative proposals on the various aspects of the assignment.

The Commission will prepare working papers on its findings and recommendations. These papers will then be reviewed and revised by the Commission and compiled into a "Report of the Commission on New Dimensions." This report will include specific recommendations on program, staff, budget, and organization. The report and recommendations will be reviewed by the Chancellor and, if endorsed by him, transmitted to the Board of Trustees for their approval.

CRITERIA FOR SELECTION

The following criteria will be used in the selection of the four commission members:

1. A history of participation in non-traditional teaching, counseling and learning resources activities.
2. A history of teaching, counseling and developing learning resources for what can be termed the non-traditional student.
3. A history of participation in the development of new courses and/or programs within the college environment and/or outside.
4. A history of participation in some levels of community contact and involvement.
5. A history of employment in fields outside of college education.
6. A desire and commitment to be involved in a project such as the Commission on New Dimensions.

Currently, eight members of the Commission have been appointed and they will serve as the selection committee for the remaining four members. If you have any questions about the Commission or the selection of the four members, please contact one of these Commission members:

Dr. Joseph Davis
Southwest College, 757-9251 ext. 316

Mr. Robb Edmundson
Harbor College, 835-0161 ext. 289

Mr. Sidney Elman
Pierce College, 347-0551 ext. 307

Dr. Stelle Feuers
Pierce College, 347-0551 ext. 231

Mr. Richard Hendricks
Valley College, 781-1200 ext. 453

Mrs. Hope Holcomb
District Office, 380-6000 ext. 347

Mr. Robert Malin
Trade-Tech College, 746-0800 ext. 301

Mr. Jack Smith
Harbor College, 835-0161 ext. 317

(See reverse side for application form.)

Los Angeles Community Colleges

Administrative Offices: 2140 West Olympic Boulevard, Suite 310, Los Angeles, California 90006 • (213) 380-6000

Leslie Koltai, Chancellor

BOARD OF TRUSTEES
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FREDERIC A. WYATT

July 25, 1975

Dear Commission on New Dimensions Applicant:

We've been so busy with our Commission assignment, we haven't had a chance until now to write you about your application to serve on the Commission.

The response to our announcement about Commission membership was overwhelming. The selection process was extremely difficult because of the excellent qualifications of all the applicants. The original eight Commission members reviewed each application and applied a numerical rating. On this basis, the top-rated applicants were contacted as to their availability for a summer assignment with the Commission. As a result of this careful and thoughtful evaluation, the following applicants were chosen to serve on the Commission:

Helen Hayes	Assoc. Professor of Anthropology	L.A. City College
David Moody	Acting Supervisor, Learning Center	L.A. Valley College
Morton Tenenbaum	Professor of English	West L.A. College
George Wistreich	Chairman, Life Sciences	East L.A. College

Because of the limited number of positions on the Commission and the large number of applicants, it was impossible to include everyone as a member of the Commission. But that does not mean that you are not needed to help with the work of the Commission. We would like to ask that you provide us with your ideas and suggestions.

1. During the summer, while the Commission is working on the first draft of the report, we would like to know what you think "the New Dimensions" to be offered on a District-wide basis should be.

2. This fall, the first draft of the Commission report will be distributed throughout the District. We would like for you to give us your reactions to the report --your thoughts and recommendations on the programs and organization that the Commission has developed during its study and deliberations this summer.

We want you to know how much we appreciate your interest in serving on the Commission, and we hope we can rely on you to help us in the ways outlined above.

Sincerely,

THE COMMISSION ON NEW DIMENSIONS

LE:mm

Biographies of the Commissioners

JOSEPH S. DAVIS is Dean of Student Personnel Services at L.A. Southwest College. He joined LACCD in 1974, after serving as Dean of Student Personnel Services at Lincoln University in Jefferson City, Missouri, and in counseling positions at the University of Missouri and Louisiana's Southern University. Dr. Davis earned a B.A. in sociology from Arkansas A.M. and N. College in 1956, an M.S. in educational administration and counseling from Indiana University in 1964, and a Ph.D. in counseling and student personnel services at the University of Missouri in 1973. He has implemented programs for encounter group counseling, behavior modification and rational-emotive psychotherapy, as well as developed approaches to innovative counseling for minorities.

ROBB W. EDMUNDSON represents the American Federation of Teachers, College Guild, on the Commission and is an Assistant Professor of Sociology at L.A. Harbor College. Before joining LACCD in 1972, he taught sociology at Pasadena City and El Camino Colleges. Mr. Edmundson completed a B.A. in 1970 and an M.A. in 1971 in sociology at California State University at Fullerton. In addition to teaching at Harbor College, he serves as a counselor and has been involved in the development of a Carnegie Foundation grant proposal and in the Outreach program.

SIDNEY H. ELMAN is a Professor of Political Science at L.A. Pierce College and Chairman of the District Academic Senate, which he represents on the Commission. He has previously been Chairman of the Pierce College Political Science Department and an Instructor in political science and history at California State University--Northridge, L.A. City and Pierce Colleges. Mr. Elman earned a B.A. in history/political science/English in 1945 at U.C.L.A. and an M.A. in history/political science in 1950 at the University of Southern California. In addition to teaching, he has participated on the Instructional Television Advisory Committee and has served as a counselor at Pierce College and Van Nuys High School and as Chairman of the V.N.H.S. Social Science Department.

STELLE K. FEUERS is the Assistant Dean of Community Services and Continuing Education at L.A. Pierce College. She held reading specialist positions in both New York and California before joining the faculty of L.A.P.C. as an Assistant Professor of Psychology in 1965. Dr. Feuers earned a B.S. in sociology in 1949 and an M.S. in psychology in 1961 at The City College of New York. She received an Ed.D. in administration from U.C.L.A. in 1969. Dr. Feuers' teaching experience encompasses elementary, secondary, college, and graduate school. She has been director of a unified district's developmental and remedial reading program, the coordinator of the Pierce College Audio-Visual and Learning Center, and has served as a consultant to industry in addition to her experience in community services administration. She was invited to visit the People's Republic of China as part of a delegation of 10 women in the spring of 1974.

HELEN E. HAYES, Vice-Chairman of the Commission, is an Associate Professor of Anthropology at L.A. City College, where she has taught for the past ten years. She completed a B.A. (1963) and an M.A. (1969) in anthropology at the University of California at Los Angeles. Miss Hayes has developed tapes for City College's Learning Resource Center and an environmental studies course on the urban environment. She has also been actively involved with the Instructional Television program, serving an a course advisor, instructor, and member of a course advisory committee. She has also been in charge of the on-campus promotional program for ITV.

RICHARD HENDRICKS represents the Los Angeles College Teachers Association on the Commission and is a Professor of Political Science at L.A. Valley College, where he has taught for the past 17 years. Mr. Hendricks completed a B.A. (1946) and an M.A. (1948) in history at U.C.L.A. He has served on many LACCD committees, dealing with such subjects as general education, institutional goals, block programs, and curriculum development, and has participated in the Outreach program at Valley College. His service for the past several years on local and state academic senates has given him a broad knowledge of the educational programs and organizational problems of the community colleges.

HOPE M. HOLCOMB is LACCD's Director of Resource Development and Student Services. She joined the District in 1954 as an Instructor of business education at L.A. Harbor College, where she later became Chairman of the Business Department. Before assuming her present position in 1972, Mrs. Holcomb held administrative positions at L.A. City College. She earned a B.A. (1939) and an M.A. (1941) in economics at U.C.L.A. Her achievements with the District include the development of the Peer Counseling program at City College, the Senior Citizens Work-Study-Serve program, and the Mobile Advisement Centers.

ROBERT S. MALIN represents the California Vocational Association on the Commission and serves as Coordinator of the Metals Department at L.A. Trade-Technical College. He joined LACCD in 1953 as an Instructor in machine shop, tool and die and related skills at Trade-Technical College, where he has also served as a vocational counselor. Mr. Malin has had 35 years of comprehensive industrial experience, serves as a state coordinator for vocational testing and as a consultant to industry on general machine work and numerical control and is a registered Professional Engineer (SME). He is a professor in the LACCD, a league fellow of the League for Innovation, past president of the local C.V.A. chapter, and is currently president of C.V.A. for the State of California.

DAVID A. MOODY, Chairman of the Commission, is Chairman of the Speech Department at L.A. Valley College. Joining LACCD in 1959 as an Instructor in speech at L.A. City College, he served as that college's Coordinator of Student of Activities, taught at West L.A. College, and during 1973-75 served as the Acting Supervisor of Valley College's Learning Center. He earned a B.A. (1948) and an M.A. (1957) in speech at Occidental College. He has been extensively involved in multi-media instruction, co-authoring a U.S. history audio-visual series and heading a committee responsible for designing utilization of video tape recordings and closed circuit television at West L.A. College.

JACK E. SMITH is Dean of Instruction at L.A. Harbor College. He joined LACCD in 1963 as an Assistant Dean of Instruction at East L.A. College, where he later served as Dean of Evening and Summer Session and Dean of Instruction. Mr. Smith completed a B.A. (1948) and an M.A. (1949) in economics at U.S.C. and is currently working on an Ed.D. in higher education with Nova University. While at East L.A. College, he established the Learning and Media Production Center and wrote the proposal for the first Extended Opportunity Programs and Services grant received by the college. He is currently serving on the California State Chancellor's Advisory Committee on Instruction.

MORTON A. TENENBAUM is a professor of English at West L.A. College. He has also taught at L.A. Pierce and Valley Colleges, beginning with LACCD in 1963. Mr. Tenenbaum completed a B.A. (1949) in English/speech and an M.A. (1956) in English at U.C.L.A. He served as Chairman of the Language Arts Devision, W.L.A.C. from 1969-75 and was the sponsor of all-college weekend retreats in 1973-74 and of the Literary Festivals in 1970-74. He has also co-authored an Instructional Development grant proposal for video linkage of campuses.

GEORGE A. WISTREICH is Chairman of the Life Sciences Department at East L.A. College. He joined LACCD in 1961 as an Instructor of biological sciences at East and has also taught at U.C.L.A. and U.S.C. Dr. Wistreich earned a B.A. (1957) in bacteriology and an M.S. (1961) in infectious diseases at U.C.L.A. and received a Ph.D. in bacteriology (1969) from U.S.C. He has served as a consultant to industry and on several advisory groups including the East L.A. Health Manpower Consortium; the Executive Board of East L.A. Health Systems, Inc.; the L.A. County School of Nursing Advisory Board, and the National Committee for Instruction of Microbiology in Elementary and Secondary Schools, as well as having authored articles, textbooks, and laboratory manuals.

LOWELL J. ERICKSON is District Director of Public Information, on leave of absence while serving as Director, Commission on New Dimensions. He joined the District in 1973, after serving as Dean of Learning Resources at Penn Valley Community College and as Director of Media and Director of Community Relations for Metropolitan Junior College District in Kansas City, Missouri. He was also Associate Director of Development and an Instructor in history at the University of Missouri, Kansas City. He earned his B.A. (1957) in history and government and his M.A. (1967) in history at U.M.K.C. and is working toward an Ed.D. at U.C.L.A. He established the Media Services Department at the Metropolitan District and directed the design and installation of the media system for the new Penn Valley campus.

A RECOMMENDATION FOR THE STUDY OF A NEW EDUCATIONAL DIMENSION IN THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

Submitted to the Board of Trustees

Office of the Chancellor
June, 1975

Appendix D

Objectives

The Chancellor of the Los Angeles Community College District has appointed the "Commission on New Dimensions," which will study and make recommendations on the following questions:

1. What are the current non-traditional programs and services provided by the colleges and the District offices?

2. What educational programs and services do the residents of our District need which we are not currently providing and which are appropriate and feasible for us to provide?

3. What are the programs and services that are being provided by other community college districts and educational institutions that can serve as models and examples--good and bad--for our planning?

4. What programs and services should we be offering and what organizational structure will be most effective for our District in providing these additional educational programs and services?

5. What are the financial and other ramifications of the programs and the organizational structure to be established?

Organization

The Commission consists of 12 members--four appointed by the Vice Chancellor of Educational Planning and Development; one each by the AFT College Guild, the California Vocational Association, the District Faculty Senate, and the Los Angeles College Teachers Association; and four selected by the members appointed above. The Commission will elect its own chairman.

The Chancellor will provide a staff to serve the Commission by providing arrangements, logistics, correspondence, research and editorial services. The staff will consist of a director (certificated) and appropriate clerical positions.

The first responsibility of the Commission will be to plan and organize its work, through the use of task forces to study and make tentative proposals on the various aspects of the assignment.

The extensive literature on this subject will be reviewed by the Commission to assist the members in their work. A certain amount of travel will be necessary for the Commission and staff to investigate what is being done by other educational institutions.

With the assistance of the staff, the Commission will prepare working papers on its findings and recommendations. These papers will then be reviewed and revised by the Commission and compiled into a "Report of the Commission on New Dimensions." This report will include specific recommendations on program, staff, budget, and organization. The report and recommendations will be reviewed by the Chancellor and, if endorsed by him, transmitted to the Board of Trustees for their approval.

Timetable

1974

April	Speech on "A New Dimension" Delivered by Chancellor Koltai

1975

April	Establishment of Commission on New Dimensions
June	Approval by Board of Trustees
August	Preliminary Draft of Commission Report
September	Review of Draft Report
October	Final Report - Administrative Review
November	Board Action on Report and Recommendations

Budget

1. CERTIFICATED SALARIES $55,000

   a. The eight faculty members of the Commission will be placed on full release time for the summer session to perform their duties as Commissioners.

   b. A full-time position of "Director, Commission on New Dimensions" will be established to provide planning, research, administrative and editorial services to the Commission and to direct the administrative implementation of the Commission plan.

2. NON-CERTIFICATED SALARIES $20,000

   a. The Commission will require considerable clerical services that will require a full-time secretary.

   b. The Commission will require special editorial and consulting services, to be provided by a temporary, part-time staff of professional experts.

3. SUPPLIES AND PRINTING $10,000

   a. Materials and supplies will be required by the work of the Commission.

   b. The task force and Commission reports will be printed to provide a wide circulation and to encourage reactions and suggestions.

4. MILEAGE $2,500

   a. The Commission members and the director will be doing considerable in-district travel in the course of the Commission's work.

   b. Provision should be made to pay mileage for the travel of the commissioners to the District office and to other locations for meetings and other activities, with the point of origination being considered as the location of the commissioner's regular assignment.

5. TRAVEL EXPENSE $5,000

Travel funds will be required for the commissioners and the director need to observe and study the programs of other colleges and districts firsthand and to attend appropriate conferences.

6. EQUIPMENT $3,000

a. Appropriate equipment for the director, clerical staff, commissioners and special staff will be required.

b. If possible, available equipment will be used.

7. OFFICE RENTAL $4,000

a. The staff and the commissioners will require space to carry on the work of the Commission.

b. Space within the District office building should be leased on a month-to-month basis for the Commission, beginning July 1, 1975.

c. This space should total approximately 450 square feet and should include the following:

i.) Director's office

ii.) Work area for clerical employees

iii.) Work area for commissioners or editorial and consulting staff members

TOTAL $99,500

Background

During the past few years our colleges--along with institutions throughout the nation--have experimented with, and are providing on a limited basis, a form of education that has become known as "non-traditional" or "lifelong learning." Examples of such programs nationwide are:

External degrees
Interdisciplinary studies
Coordinated learning systems

Instructional radio and television
Overseas programs
Career counselors
Special programs for governmental agencies and institutions
Inservice training for business and industry, and institutes and workshops for the general public
Gerontology programs
Women's programs

A review of this brief list of individual programs suggests that we are already providing some of them through our colleges and through District efforts. What is new is that in the second half of the 70's and the decades to come, we will add a new dimension to the traditional delivery system of education in order to render services to our citizens who are not yet served through our existing programs. A study and recommendations for a total District approach for this new dimension is needed.

As in every educational institution, the primary concern is the education of the individual student. There are certain basic assumptions which are relevant to a new environment and to new kinds of students which must be considered at the initiation of a new instructional organization and strategy. The following assumptions are by all means not inclusive but are a sampling of significant factors of change:

1. Education will become a lifetime learning process--a basic need of society. We must develop a flexible educational mode to render basic, continuing, and recurrent educational programs.

2. The shift in emphasis from degree granting to service to the learner must be a high priority. Career counseling and individualized instructional programs are both steps toward more effectively serving the new student.

3. An organized effort to promote intelligent and wide-spread use of educational technology should place special emphasis on programming for radio, television, computers, video tape recorders, and multi-media approaches.

4. A comprehensive educational information system should include information gathering, storage, and dissemination in such areas as counseling and guidance services, instructional development and services, and to serve as a repository of credit for student achievement.

5. Cooperation and collaboration must be encouraged among collegiate, community and alternative educational entities so that diverse educational programs and structures may come into being.

The primary purpose of this new dimension is to provide programs too costly to duplicate or not available through existing campuses. The important aspect of this new service is to provide for the first time a metropolitan coverage for the total District we serve. Up to now, the Los Angeles Community College District has been divided into vertical campus locations with the idea in mind that the community which the college relates to consists of a measurable geographical circumference. The new dimension is a horizontal coverage of the Los Angeles metropolitan area with the suggestion that there is a second community which encompasses a more complex make up of the District. The boundaries of such a community coincide with the total service area of the District. It must be emphasized that the new dimension does not attempt to supplant or to usurp present college programs and activities.

The main questions that must be asked are: "What are our students going to be like tomorrow? What learning experience will be appropriate to the future in our world? How must education change to provide these experiences? What resources can we call upon to bring about constructive change?"

The basic approach will be to examine the communities' needs and plans for self development. We are only now beginning to pull away from a strictly

campus concept for higher education. This past year we had 16,000 students at outreach locations, 4,200 students enrolled in instructional television courses and 16,000 students taking courses in the overseas program. But we are at the threshold of a new era of education. The educational consumer of the future may never need to go to a traditional college campus. Instead, the educational process will take place on radio and television, over the telephone, through the newspaper, or in a local library or place of employment.

As a matter of fact, learning will serve not only as preparation, but will be designed to provide a richly rewarding experience in and of itself. College education should consider other dimensions of humanness as well as the cognitive: developing competence in family roles, in interpersonal relations and in acquainting the student with his or her emotions--the affective side of life.

In the new dimension, a sense of continual learning must be developed, because it would be wrong to assume that the college and the citizen have only one short period of association. The college is there to be used when there is a need and an interest.

The question that had to be answered during this past year was not whether such an approach to education was necessary and feasible, but how should the world's largest community college district go about the planning of such a major thrust. We are not alone in attempting to answer this question. Many other districts throughout the country are facing the same challenges and opportunities and are trying to determine what is the best approach to take for their own individual needs and organizational circumstances.

From the national perspective, educational organizations and commissions are making studies and providing services to postsecondary institutions. The Commission on Non-Traditional Studies was organized to study the new approaches to education and has published its findings and recommendations in several volumes. Currently the major concern of the American Association of Community and Junior Colleges is "community-based education." This was the theme of their annual conference in Seattle this spring, and the president, Edmund Gleazer, Jr., is currently working on a book that will deal with this subject. The theme of the American Association for Higher Education's conference in March was "Learner-Centered Reform." Earlier in the year, the American Council on Education met in San Diego to discuss "The Search for Alternatives" at its annual meeting. The College Entrance Examination Board has created an Office of New Degree Programs.

At the State level, the Joint Committee on the Master Plan for Higher Education has authorized and funded a study entitled, "Postsecondary Alternatives: Meeting California's Educational Needs." The results of this study are expected in August and will deal with the feasibility of a "fourth segment" of higher education for the State.

To determine how to proceed with our own plans and to assure that all elements of our District family would be involved, we held a seminar on "The Tenth Dimension" at UCLA in January. Besides wide participation by faculty and staff from the District and the colleges, we also invited representatives from other institutions to share their knowledge and experience. The outcome was an agreement that we needed to create a council or commission, made up

of both faculty and administrators, to study the "new dimensions" and to make recommendations for the appropriate programs and organization.

Subsequently, other meetings were held which included representatives from the employee organizations and the District Faculty Senate. We wanted to assure that the faculty and their organizations were involved in the basic planning for this commission.

On April 18, the first meeting of the "Commission on New Dimensions" was held. Since that time, the original eight members have been meeting to establish criteria and procedures for the selection of the remaining four members, to begin planning and organizing the work of the Commission and to prepare a budget request for the expenses of the Commission while making its study and developing recommendations.

To our way of thinking, there is no question as to whether Los Angeles is going to have the kind of broad non-traditional educational delivery system that has been discussed and to which we are referring as the "new dimensions." The real question is whether the Los Angeles Community College District is going to respond to the challenge and become a leader in this area to show the way to other educational institutions or whether another segment--and possibly a new one--is going to take the initiative and lead the way.

COMMISSION ON NEW DIMENSIONS

Task Forces Established 6/23/75

A. Instruction/Evaluation/Programs	- Helen Hayes Robert Malin David Moody Jack Smith (ex officio) Morton Tenenbaum George Wistreich
B. Counseling/Support Systems	- Joseph Davis Robb Edmundson Hope Holcomb Morton Tenenbaum
C. Organization/Financing	- Sidney Elman Stelle Feuers Richard Hendricks Hope Holcomb (ex officio) Jack Smith
Liaison Committee	- Robb Edmundson Richard Hendricks Morton Tenenbaum

COMMISSION ON NEW DIMENSIONS

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Appendix F

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COMMISSION ON NEW DIMENSIONS

Individuals Meeting With Commission
To Provide Information

	Subject
Mr. Edward Berger Instructor of Mathematics L.A. Harbor College	Change in Liberal Education Proposal
Dr. Arthur Cherdack Director, Educational Research and Analysis L.A. Community College District	Geosystems
Mr. Robert Gates Director, Learning Resources Center L.A. City College	Educational Hotline
Dr. Louis Hilleary Director, Instructional Development L.A. Community College District	Instructional Television and Coordinated Instruction Systems
Ms. Jeanne Hoeck Director, Overseas Program L.A. Community College District	Overseas Program
Mrs. Hope Holcomb Director, Resource Development and Student Services L.A. Community College District	Educational Grants
Mr. Ray Johnson Director, Community Services L.A. Community College District	Community Services
Mr. William Lewis Executive Dean, Overseas Program L.A. Community College District	Overseas Program
Dr. James Marks Professor of Psychology West L.A. College	Educational Hotline
Dr. Benson Schulman Provost Government Education Center	Government Education Center
Mr. Angelo Villa Professor of Spanish L.A. Valley College	L.A. Valley College Faculty Concerns

COMMISSION ON NEW DIMENSIONS

Presentations

Date	Group Addressed	Commissioner(s) Involved
9/15/75	Entire Faculty L.A. Harbor College	R. Edmundson
9/15/75	Entire Faculty L.A. City College	H. Hayes
9/15/75	Entire Faculty L.A. Mission College	R. Hendricks
9/15/75	Entire Faculty L.A. Trade-Technical College	R. Malin
9/16/75	Entire Faculty L.A. Valley College	D. Moody
9/16/75	Entire Faculty West L.A. College	M. Tenenbaum
9/23/75	Faculty Senate L.A. Southwest College	R. Edmundson
9/29/75	Faculty Senate L.A. Pierce College	S. Eiman
9/29/75	Faculty Senate East L.A. College	G. Wistreich
10/7/75	Faculty L.A. Pierce College	S. Feuers
10/8/75	Community Services Committee L.A.C.C.D.	S. Feuers
10/9/75	District Senate	D. Moody L. Erickson
10/11/75	L.A. College Teachers Association	D. Moody L. Erickson
10/16/75	President's Cabinet L.A. Pierce College	S. Feuers

Appendix H

Date	Group Addressed	Commissioner(s) Involved
10/23/75	Department Chairmen East L.A. College	G. Wistreich
10/27/75	Faculty Senate L.A. Pierce College	S. Elman
10/27/75 and 10/28/75	Faculty L.A. Harbor College	R. Edmundson
10/28/75	Faculty Senate L.A. Valley College	R. Hendricks D. Moody
10/28/75	District Senate	S. Elman R. Hendricks
10/30/75	Faculty Senate L.A. Harbor College	J. Smith
11/4/75	Counseling and Guidance Committee	M. Tenenbaum
11/4/75	Faculty Senate West L.A. College	M. Tenenbaum

COMMISSION ON NEW DIMENSIONS

Task Forces Established 9/25/75

A. Government Education	-	Robb Edmundson Hope Holcomb
B. Individualized Instruction	-	Helen Hayes Richard Hendricks Jack Smith
C. Career Development	-	Sidney Elman Robert Malin George Wistreich
D. Community Services	-	Joseph Davis Stelle Feuers Morton Tenenbaum

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 13 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Excerpt from:
Western Association of Schools and Colleges'
Organization of Accreditation and Policy Statements
August, 1975

ACCREDITATION AND NON-TRADITIONAL STUDY
(Adopted March, 1973)

Accreditation procedures for non-traditional programs should encourage innovative and imaginative approaches to providing quality education whether in new institutions or in those already accredited. The accrediting process generally should move toward assessment of the results of education rather than its processes, and developments in non-traditional studies and degrees provide opportunities to do so. At the same time, the regional accrediting commissions emphasize that accreditation is concerned with institutional improvement and that attention to outcomes only, without considering the relation of these to the environments and educational processes, would be of little assistance to either traditional or non-traditional programs in raising questions and providing suggestions for improvement.

The commissions believe that, at this early stage in the development of non-traditional degree programs, the principles, policies, and procedures specified for accreditation must be flexible and of an interim nature. As the nature of innovative developments becomes clarified and experience is gained in working with them, accreditation policies and procedures can be adjusted to attain a uniform approach to the traditional and the innovative in such manner that the better procedures of each are called to the attention of both. In this context, the statement of policies and principles presented here is tentative and interim. It is a working set of guidelines which will require continued monitoring, clarification, and revision as experience in their application evolves.

General Policies

1. Accreditation will be considered only when a number of individuals have been granted or have qualified for a degree by various non-traditional patterns indicated. Consideration of students' completed programs and student reactions are deemed indispensable to accreditation.

2. Accreditation procedures and criteria should be comprehensive, flexible, and fair. Evaluation committees should include persons who have experience in non-traditional programs and/or who are sufficiently conversant and understanding to review innovations competently.

3. An institution which, by the nature of its program, abandons or renders non-functional traditional criteria and mechanisms of review and control aimed at assuring quality must accept responsibility for indicating alternative ways in which quality will be assured.

Guidelines

1. When degrees based heavily on non-traditional patterns of study are offered, evidence will be required that the degrees are awarded on the basis of definite criteria and demonstrated competency commensurate with the level and nature of the degrees.

2. The appraisal, evaluation or examination procedures of an institution must be conducted with a high degree of objectivity, with due regard for maintenance of honesty and security, and with explicit statements of criteria and standards for judging satisfactory performance. The learner's self-appraisal of the worth of an experience is a valuable but not sufficient basis for awarding credit or a degree.

3. Publicity statements to prospective students must be factual. For example, actual services provided must be consistent with publicity. This will require monitoring adjunct professors to assure that they fulfill their commitments.

4. To protect the integrity of the faculty-institution work relationship and to avoid circumstances involving conflict of interest, policies regarding the amount of outside work for pay and safeguards surrounding use of institutional resources and facilities for their intended purposes are required. The relationship of full-time faculty serving as adjunct faculty or program advisers and using the learning resources and facilities of their full-time employer for programs of study offered by other institutions (accredited or unaccredited) should conform to their institution's policies and standards on these matters.

5. The conditions and circumstances of subcontracts with adjunct faculty in the community, with museums, art institutes, libraries, government agencies, foreign study institutions, and other diverse learning facilities should be made explicit and should be in conformity with the policies and standards of the institutions on such matters. They should be accompanied by a description of the means to be used for documenting and evaluating the work done by the student in reference to the objectives of the programs of study.

6. The conditions and circumstances of subcontracts by unaccredited institutions with accredited institutions for use by students of their learning resources, facilities, and degree-granting prerogatives should be made explicit. They should also be in conformity with the usual institutional policies and procedures safeguarding their intended use, and with the guidelines on "Contractual Relationships with Non-Regionally Accredited Organizations."

   The concern here is both with the placement of responsibility, the use and availability of resources, and the relation between student charges, services rendered, and benefits acquired.